

FY 2009 ODE EMIS MANUAL

Chapter 2: Reporting Student Data



Version 1.0
August 28, 2008

CHAPTER 2 REVISION HISTORY

The revision history provides a means for the readers to easily navigate to the places in the manual where updates have occurred. Where there has been a significant change or update it will be highlighted. Minor changes, such as typos, formatting, and grammar are not highlighted.

Version	Change #	Description
0.1	558	In section 2.1 Introduction, Overview of Data, deleted “exit date” out of the third bullet.
0.1	558	In section 2.3.1 Student Demographics, added the Special Ed Exit Date Element (GI320) to the Elements Removed list.
0.1	558	In section 2.3.1 Student Demographics, deleted the Special Ed Exit Date Element (GI320), options and reporting instructions.
0.1	558	In section 2.10 Special Education Record, deleted old notes and added new.
0.1	583	In Program Code Section, in table 17, Preschool itinerant Services, deleted check from Dec reporting.
0.1	569	In section 2.3.1 Student Demographics, deleted option 11 and added option 16,
0.1	569	Revised Footnote 42
0.1	569	In section 2.3, deleted parentheses for Disability Condition Element
0.1	569	Deleted Grade Level Element reporting instructions for Kindergarten Student Receiving Preschool Special Education
0.1	569	Modified reporting instructions for Reporting Test Results under Student Preschool ASQ/SE Assessment Record (GS)
0.1	569	Modified reporting instructions for Reporting Test Results under Student Preschool Eco Assessment Record (GM)
0.1	569	Deleted Documented Deficits program series under Student Program Codes
0.1	575	Deleted NLP, NRP, MOV options from Required Test Type Element GA215 and modified STR option to reflect: Standard (regular)
0.1	575	Deleted NRE, NLP, NBD, MOV options from Required Test Type Element GB215 and modified STR option to reflect: Standard (regular). Deleted reporting instructions.
0.1	575	Deleted NRE and MOV options and reporting instructions from Required Test Type Element GF215 and modified STR option to reflect: Standard (regular).
0.1	575	Deleted MOV option and reporting instructions from Required Test Type Element GM215 and modified STR option to reflect: Standard (regular).
0.1	575	Deleted NRP, NBD, NLP, MOV options from Required Test Type Element GO215.
0.1	575	Deleted MOV option from Required Test Type Element GS215.
0.1	575	Deleted NLP, NRP, NRF, NRL, & MOV options from Required Test Type Element GX215 and deleted reporting instructions.
0.1	575	Deleted reference to NLP in section 2.3.1 under Limited English Proficiency (LEP) Status Element in reporting instructions
0.1	575	Deleted Waiver section in Chapter 2 under general testing information, Student Not Required to Test
0.1	575	In section 2.4.6 modified reporting instructions under Kindergarten Students at an MRDD or ESC

Version	Change #	Description
0.1	575	In section 2.4, deleted MOV reference, deleted Required Test Type Element from reporting instructions and added Reason Test not Taken Element.
0.1	575	In section 2.4, removed reference to Option NRP and added Reason Test not Taken Element reference in General Testing Information under Students Not Required to test.
0.1	575	Added Options J & L for GB235 and reporting instructions for J option Reason Test Not Taken Element (GB235)
0.1	575	Added Options J, K & L for GO235 and reporting instructions for J option Reason Test Not Taken Element (GB235)
0.1	575	Added Option J and reporting instructions for J option Reason Test Not Taken Element (GS235)
0.1	575	Added Option J and reporting instructions for J option Reason Test Not Taken Element (GF235)
0.1	575	Added Options J & K and reporting instructions for J option Reason Test Not Taken Element (GA235)
0.1	575	Added Options J & K and reporting instructions for J option Reason Test Not Taken Element (GX235)
0.1	530	Modified option 40EA to reflect 40FA and “Hospitality” in section 2.4.10.
0.1	526	Added options 260, 400, 420, 440, 460, 480, 500, 540, 560 & 580 to CTE Industry Assessment Code Element (GU060).
0.1	542	Added language to General Guidelines in sections 2.4.1 and 2.4.2. In section 2.4.4, deleted “Retained Students” section.
0.1	580	Changed Admission Date Element Record field number from GK080 to FS060, added reporting instructions and 2 examples for same.
0.1	580	Modified Element name Withdrawal/Dropout/Truancy Reason Element and change record field number from GK240 to FS100 and added reporting instructions.
0.1	519	Added Valid Options for Outcome ID Element GE120, added reporting instructions for element that included mapping of outcome IDs to program codes, and modified the Date Type and Outcome Combinations.
0.1	576	Added new Foreign Exchange Status Element (FD190)
0.1	516	Added 2 new elements, options & reporting instructions: Outcome Beginning Date Element (GE140) and Outcome End Date Element (GE150).
0.1	516	Added instructions to General Guidelines for Special Education (GE).
0.1	517	Added IEP Test Type Element (GE160), options, & reporting instructions.
0.1	517	Added language under Test Formats (Special Ed GE) and to general guidelines.
0.1	546	Changed Student Status Element to How Received Element. Changed Field number from GI120 to FS300.
0.1	546	Added options J, E, G, N & * to How Received Elements and reporting instructions for How Received For Pre-School.
0.1	538 and 553	Added Tables to Student Demographic and Student Attendance Records to explain which elements moved to FS, FN, or FD Records.
0.1	538 and 553	Added FS, FN & FD Record sections to manual.
0.1	553	Updated reporting instructions for all FD elements based on impact of adding Effective Dates related to the element values and changes.
0.1	571	Added element GE170 Secondary Planning Element

Version	Change #	Description
0.1	553	Added new elements, options, and reporting instructions for Effective Start Date Element (FD060) and Effective End Date Element (FD070)
0.1	576	Added new elements, options, and reporting instructions for Foreign Exchange Student Graduation Plan Element (FD190)
0.1	574	Added new elements, options, and reporting instructions for Immigrant Status Element (FD200)
0.1	553	Added new elements, options, and reporting instructions for Course Enrollment Start Date Element (GN160) and Course Enrollment End Date Element (GN170).
0.1	553	Added new elements, options, and reporting instructions for Program Enrollment Start Date Element (GQ110) and Program Enrollment End Date Element (GQ10).
0.1	538 and 553	Update general reporting instructions and coding examples in sections 2.1, 2.2, and 2.3 as needed
0.1	569	Correct and update Disability Condition reporting instructions for Autism Scholarship Program
0.1	590	Changed reference to critical date for December (M) reporting to be the Federal Child Count date (usually December 1)
0.2	553	Added the following new Elements, Options and Reporting instructions: Effective Start Date Element (FS060), Effective End Date Element (FS070),
0.2	538	Added the following new Elements, Options and Reporting instructions: Tuition Type Element (FS130), District Relationship Element (FS140), Attending Building IRN Element (FS160), Assigned Building IRN Element (FS170), How Received Element (FS180), How Received IRN Element (FS190), Sent Reason 1 Element (FS200), Sent to IRN 1 Element (FS210), Sent to Percent of Time 1 Element (FS220), Sent Reason 2 Element (FS230), Sent To IRN 2 Element (FS240), Sent to Percent of Time 2 Element (FS250), October Count Week Attendance Days Element (FS260), October Count Week Excused Absence Days Element (FS270)), October Count Week Unexcused Absence Days Element (FS280), February Count Week Attendance Days Element (FS290), February Count Week Excused Absence Days Element (FS300)), February Count Week Unexcused Absence Days Element (FS310), School Year Attendance Days Element (FS320), School Year Excused Absence Days Element (FS330), School Year Unexcused Absence Days Element (FS340) and updated references to these elements throughout chapter 2.
0.3	569	Added reporting instructions to Disability Condition Element (FD130).
0.3	561	Added Outcome IDs for IETR and RETR to Date Type and Outcome Combinations Table.
0.3	519	Revised Outcome ID Element (GI120) options IE60, IE62, IE64, IE70 & IE72 to include Pre-School in the titles and condensed Outcome IDs.
0.3	561	Condensed IETR and RETR Outcome IDs (GE120)
0.3	590	Modified reporting instructions under Reporting Requirements for the December (M) Reporting Period and modified reporting instructions under Disability Condition Element concerning the Federal Child Count Date.
0.3	594	Deleted Ohio in the TIEP valid option for Date Type Element (GE100)
0.3	597	Added ELI to the reporting instructions under Educational Service Centers and modified the course bullet language.

Version	Change #	Description
0.3	543	Revised Employee ID Element definition (GQ070) and added reporting instructions.
0.3	588	Revised reporting instructions for the Test Required For Graduation Element (GX250).
0.3	571	Modified Grade Level Element (FD080) options, modified Special Ed Reporting Instructions, and added new element Secondary Planning Element (GE170) and reporting instructions.
0.3	546	Added and deleted preschool course codes and modified reporting instructions under Reporting Preschool Courses.
0.3	601	Modified reporting instructions for Student Gifted Education Record (GG) specifically, Gifted Served Elements. Added valid options for Gifted Identification Date Elements.
0.3	608	Deleted reference to the 4 character OTELA score value in the reporting instructions for the OTELA Score Element (GF240).
0.3	602	Deleted Course Status Element (GN090), options, reporting instructions, example 34 and reference to course status.
0.3	553	Updated Course Enrollment Start Date Element (GN160) and Course Enrollment End Date Element (GN170).
0.3	553	Updated Program Enrollment Start Date Element (GQ110) and Program Enrollment End Date Element (GQ10).
0.3	n/a	Replaced TBD on definition of Attendance Pattern Element (FD100) with definition from FY08- no change for FY09.
0.3	576	Added clarifying language to General Testing Information, Students Not Required to Take One or More Test Subjects
1.0	595	Added TETR event type to the Date Type Element (GE100), reporting instructions and options. Added reference to TETR to Outcome Beginning Date Element (GE140) and Outcome End Date Element (GE150).
1.0	538	Added Not Applicable and V, Preschool, Evaluated Only, Found Ineligible Options to How Received Element (FS180).
1.0	538	Added PP- Pilot Program Participant Option to Sent Reason Element (FS230).
1.0	618	Revised the Test Administration Windows dates in 2.4.5 Student Preschool Assessment Record (GB) in the General Guidelines.
1.0	607	Added Seniors to Sophomores to the Program Code Table in Table 11 – Program Code Schedule.
1.0	599	Modified reporting instructions under Student Standing Records (FS) Definitions of Terms Related to Attendance for JVSD combined attendance for yearend.
1.0	603	Added clarifying language in Student Course Record General Guidelines pertaining to which students should have courses reported for them.
1.0	612	Modified reporting instructions for the Majority of Attendance IRN to clarify instructions related to JVSD students.
1.0	621	Modified reporting instructions under General Testing Information, Students Exempt from Consequences.
1.0	527	Added 305010 CTE Single Parent Subgroup program code to Program Code Schedule table.

Version	Change #	Description
1.0	624	Changed Required Test Type Element Name to Score Not Reported Element and tweaked definition for same for the following: GX235, GB235, GT235, GA235, GO235, GS235, GM235, GF235. Tweaked a few definitions to make consistent. Removed all references to Required Test Type Element and replaced with Score Not Reported Element.
1.0	553	Introduction>February C Reporting Period, deleted withdrawal date and replaced with Effective End Date
1.0	538	Student Percent of Time Element (FS120)> Reporting Instructions - modified language.
1.0	538	Student Percent of Time Element (FS120)> Reporting Instructions - Added the word "Instructional" (services) to the second set of bullets under bullets 1 & 2
1.0	538	Student Percent of Time Element (FS120)> Reporting Instructions -Deleted duplicate PSEO percent of time bullet
1.0	538	Reporting Secondary Educational Option Percent of Time. Added title to table 11.
1.0	538	Tuition Type Element>Modified reporting instructions
1.0	538	Modified How Received Table (Table 7) and Added option F
1.0	538	Sent To Reason 2 Element > Reporting instructions #4 - deleted Sent to IRN and replaced with Sent Reason. Also modified other reporting instructions under this section.
1.0	538	Example 13 on p. 60 > Removed strikethrough from 40%
1.0	538	October Count Week Attendance Days Element > Example 26, Preschool Attendance - October Reporting modified language by removing "Table 5" and replacing with "Reporting Kindergarten Percent of Time."
1.0	574	Immigrant Status Element> Deleted Reference to August Version of Manual in reporting instructions.
1.0	571	State Equivalent Grade Level Element> Modified Option 23
1.0	629	Student Attributes - No Date Record (FN)>Career-Technical Students Who Graduate, modified/deleted instructions.
1.0	575	General Testing Information>Students Not Required to Take One or More Test Subjects, deleted Required Test Type and replaced with Score Not Reported. Deleted NRP in bullet 2 and replaced with option K. Deleted option MOV in bullet 5 and replaced with J.
1.0	626	General Testing Information>Office of Early Learning and School Readiness section, corrected ASQ/SE and added ECO assessment.
1.0	538	General Testing Information>Career-Technical Students, deleted the second paragraph.
1.0	575	Student Achievement Record>Required Test Type Element - deleted reporting instructions.
1.0	553	Student Achievement Test Record>Test Grade Level Element, deleted Student Demographic Record and replaced with Student Attributes - Effective Date
1.0	575	Test Required for Graduation Element -Deleted 2nd paragraph under reporting instructions
1.0	553	Kindergarten Readiness Assessment- Literacy Record>General Guidelines - deleted Student Demographic Record and replaced with Student Attributes - No Date Record

Version	Change #	Description
1.0	608	OTELA Score Elements - Deleted reference to composite score in valid options
1.0	627	Student Program Record>Local Classroom Code Element - deleted Career Technical Elements reporting instructions.
1.0	538	CTE Workforce Development Follow-up Record > General Guidelines, deleted Student Attendance Record and replaced with Student Standing and deleted Student Attendance Record and replaced with Student Standing Record.
1.0	538	Added clarification to Reporting Instructions of Assigned Building IRN element
1.0	538	Changed definition of "*" How Received, corrected element number.
1.0	566	Student Level Records >Special Reporting Situations>Summer Graduates: Modified reporting instructions.
1.0	566	Student Attributes – No Dates>Diploma Date Element: Modified Reporting instructions.
1.0	624	General Testing Information Office of Early Learning and Readiness section, corrected Pre-school ASQ/SE name and added Preschool Early Childhood Outcome (ECO) Assessment in the instructions.
1.0	575	General Testing Information>Reporting Assessment Records, added clarifying language to first paragraph.
1.0	585	For Student Preschool Assessment Record (GB), Student Preschool ASQ/SE Assessment Record (GS) and Student Preschool ECO Assessment Record (GM) - added clarifying language under Reporting Requirements section and deleted language for all three records.
1.0	609	Student Attributes – Effective Date Record (FD) >State Equivalent Grade Level Element>Reporting Instructions -Added clarifying language in 3 rd paragraph concerning UG option.
1.0	598	Added Student Graduate – Core Summary Record (GC) section.

TABLE OF CONTENTS

2.1 Introduction	13
<i>Overview of Data.....</i>	<i>13</i>
<i>Reporting Responsibility.....</i>	<i>13</i>
<i>February (C) Reporting Period.....</i>	<i>16</i>
2.2 Statewide Student Identifier	17
<i>Purpose of the SSID.....</i>	<i>17</i>
<i>Issuance of and Access to the SSID</i>	<i>17</i>
<i>Data Elements Required for Assignment of SSID.....</i>	<i>17</i>
<i>SSID Help</i>	<i>19</i>
2.3 Student-Level Records	20
<i>Reporting Student Data</i>	<i>20</i>
<i>Special Reporting Situations.....</i>	<i>20</i>
☼ Building IRN Element.....	25
2.3.1 <i>Student Demographic Record (GI).....</i>	<i>27</i>
☼ Date of Birth Element.....	28
☼ EMIS Student ID Number Element.....	28
☼ Gender Element.....	28
☼ Name Elements.....	28
☼ Native Language Element	29
☼ Racial/Ethnic Group Element.....	29
2.3.2 <i>Student Standing Record (FS).....</i>	<i>31</i>
☼ EMIS Student ID Number Element.....	36
☼ Effective Start Date Element	37
☼ Admission Date Element.....	37
☼ Student Admission Reason Element.....	38
☼ Effective End Date Element	39
☼ Withdrawal Reason Element	39
☼ State Student ID (SSID) Element	43
☼ Student Percent of Time Element.....	43
☼ Tuition Type Element.....	46
☼ District Relationship Element.....	46
☼ Legal District of Residence Element	47
☼ Attending Building IRN Element	49
☼ Assigned Building Area IRN Element	50
☼ How Received Element	50
☼ How Received IRN Element	53
☼ Sent Reason 1 Element.....	54
☼ Sent Reason 2 Element.....	54
☼ Sent To IRN 1 Element	55
☼ Sent To IRN 2 Element	55
☼ Sent To Percent of Time 1 Element.....	56
☼ Sent To Percent of Time 2 Element.....	56
☼ School Year Attendance Days Element.....	66
☼ School Year Excused Absence Days Element.....	66
☼ School Year Unexcused Absence Days Element	67
☼ October Count Week Attendance Days Element.....	67
☼ October Count Week Excused Absence Days Element.....	68

☼ October Count Week Unexcused Absence Days Element	69
☼ February Count Week Attendance Days Element	69
☼ February Count Week Excused Absence Days Element	69
☼ February Count Week Unexcused Absence Days Element	70
2.3.3 Student Attributes – Effective Date Record (FD).....	71
☼ Attendance Pattern Element	71
☼ Disability Condition Element	72
☼ Disadvantage Element	74
☼ Effective End Date Element	75
☼ Effective Start Date Element	76
☼ EMIS Student ID Number Element.....	76
☼ Foreign Exchange Student Graduation Plan Element.....	77
☼ Grade Level Element.....	77
☼ Homeless Status Element	79
☼ Homeless Unaccompanied Youth Element	79
☼ Immigrant Status Element	80
☼ Limited English Proficiency (LEP) Status Element	80
☼ Migrant Element.....	82
☼ Preschool Poverty Level Element.....	82
☼ State Equivalent Grade Level Element.....	83
☼ Student being served by a 504 Plan Element.....	84
2.3.4 Student Attributes – No Date Record (FN).....	85
☼ Acceleration Element	85
☼ Accountability IRN Element	87
☼ Corporal Punishment Element.....	87
☼ Diploma Date Element	87
☼ Diploma Type Element.....	88
☼ Fiscal Year that Student Began Ninth Grade Element	88
☼ Grade Level, Next Year Element	89
☼ Graduation Credit Units Element	89
☼ Limited English Proficient Reclassification Date Element	90
☼ Majority of Attendance IRN Element.....	91
☼ Non-Attending Reason Element.....	92
☼ OGT Graduation Alternative Element.....	92
☼ Retained Status Element.....	92
2.3.5 Student Attendance Record (GK).....	94
2.4 General Testing Information	95
2.4.1 Ohio Ninth-Grade Proficiency Test Record (GT).....	99
☼ Attempt Element.....	99
☼ Building IRN – Spring Test Administration Element	100
☼ Grade Level of Student at Time of Test Element	100
☼ Required Test Type Element	100
☼ Scaled Score Element	100
☼ Score Not Reported Element	101
☼ Subject Element.....	101
☼ Test Date Element	102
☼ Test Grade Level Element.....	102
☼ Test Required for Graduation Element.....	102
☼ Type of Accommodation Element.....	103
2.4.2 Graduation-Only Test Record (GP).....	104
☼ Courses Completed Date Element.....	104
☼ Courses Completed IRN Element.....	104
☼ Diploma Date Element	104

☼ EMIS Student ID Number Element.....	104
☼ Gender Element.....	105
☼ Graduation-Only Test Score Elements.....	105
☼ Graduation-Only Test Scaled Score Elements.....	105
☼ Racial/Ethnic Group Element.....	106
☼ State Student Identifier (SSID) Element.....	107
☼ Student Name Element.....	107
2.4.3 <i>Student Achievement Test Record (GA)</i>	108
☼ Building IRN - Spring Test Administration Element.....	108
☼ Grade Level of Student at Time of Test Element.....	109
☼ Raw Score Element.....	109
☼ Required Test Type Element.....	109
☼ Scaled Score Element.....	110
☼ Score Not Reported Element.....	110
☼ Subject Element.....	111
☼ Test Date Element.....	111
☼ Test Grade Level Element.....	111
☼ Type of Accommodation Element.....	111
2.4.4 <i>Ohio Graduation Test Record (GX)</i>	113
☼ Building IRN – Spring Test Administration Element.....	114
☼ Grade Level of Student at Time of Test Element.....	114
☼ Raw Score Element.....	114
☼ Required Test Type Element.....	115
☼ Scaled Score Element.....	115
☼ Score Not Reported Element.....	115
☼ Subject Element.....	116
☼ Test Date Element.....	116
☼ Test Grade Level Element.....	116
☼ Test Required for Graduation Element.....	117
☼ Type of Accommodation Element.....	117
2.4.5 <i>Student Preschool Assessment Record (GB)</i>	118
☼ Raw Score Elements.....	120
☼ Required Test Type Element.....	121
☼ Score Not Reported Element.....	121
☼ Test Grade Level Element.....	122
☼ Test Date Element.....	122
☼ Type of Accommodation Element.....	122
2.4.6 <i>Kindergarten Readiness Assessment – Literacy Record (GO)</i>	123
☼ Required Test Type Element.....	124
☼ Score Not Reported Element.....	124
☼ Subject Element.....	124
☼ Test Date Element.....	124
☼ Total Score Element.....	125
☼ Type of Accommodation Element.....	125
2.4.7 <i>Student Preschool ASQ/SE Assessment Record (GS)</i>	126
☼ Required Test Type Element.....	127
☼ Score Element.....	127
☼ Score Not Reported Element.....	128
☼ Test Date Element.....	128
☼ Test Level Element.....	128
2.4.8 <i>Student Preschool ECO Assessment Record (GM)</i>	129
☼ Assessment Area Element.....	130
☼ Progress Element.....	130
☼ Required Test Type Element.....	131

☼ Score Element.....	131
☼ Score Not Reported Element.....	131
☼ Test Date Element.....	131
2.4.9 <i>Ohio Test of English Language Acquisition Record (GF)</i>	132
☼ Composite Performance Level Element.....	132
☼ Grade Level of Student at Time of Test Element.....	132
☼ OTELA Score Elements.....	132
☼ Required Test Type Element.....	133
☼ Score Not Reported Element.....	133
☼ Test Date Element.....	134
☼ Type of Accommodation Element.....	134
2.4.10 <i>CTE Student Assessment Record (GY)</i>	135
☼ Career Paths for the Teaching Professions – Portfolio Score Element.....	135
☼ CTE Technical Assessment Code Element.....	135
☼ CTE Technical Assessment Score Element.....	137
☼ EMIS Student ID Element.....	137
2.4.11 <i>Student CTE Industry Assessment Record (GU)</i>	138
☼ CTE Industry Assessment Code Element.....	138
☼ CTE Industry Assessment Results Element.....	139
2.5 <i>Student Course Record (GN)</i>	140
☼ Course Enrollment End Date Element.....	143
☼ Course Enrollment Start Date Element.....	144
☼ CTE Concentrator Element.....	145
☼ District IRN Element.....	146
☼ High School Credit Earned Element.....	146
☼ Local Classroom Code Element.....	147
☼ Partial/Override Credit Element.....	147
2.6 <i>Student Program Record (GQ)</i>	149
☼ Employee ID Element.....	150
☼ Program Code Element.....	151
☼ Program Enrollment End Date Element.....	151
☼ Program Enrollment Start Date Element.....	152
☼ Program Provider IRN Element.....	152
2.7 <i>Student Gifted Education Record (GG)</i>	154
☼ Gifted Screening Elements.....	155
☼ Gifted Assessment Elements.....	156
☼ Gifted Identification Elements.....	158
☼ Gifted Identification Date Element.....	159
☼ Gifted Served Elements.....	160
2.8 <i>Student Discipline Record (GD)</i>	162
☼ Building IRN Element.....	162
☼ Building IRN of Where Discipline Incident Took Place Element.....	163
☼ Date of Discipline Element.....	164
☼ Discipline Reason Element.....	164
☼ Discipline Modified Element.....	166
☼ Discipline Sequence Number Element.....	167
☼ Referred for Alternate Educational Services Element.....	167
☼ Total Discipline Days Element.....	168
☼ Type of Discipline Element.....	168
2.9 <i>CTE Workforce Development Follow-Up Record (GV)</i>	170
☼ Apprenticeship Element.....	171
☼ Diploma Element.....	172
☼ Employed Placement Element.....	172
☼ Fiscal Year of LCC-1 Element.....	172

☼ Fiscal Year of LCC-2 Element	172
☼ Fiscal Year of LCC-3 Element	172
☼ Fiscal Year of LCC-4 Element	173
☼ Fiscal Year of LCC-5 Element	173
☼ Local Classroom Code Flag Elements.....	173
☼ Military Placement Element	174
☼ Other Follow-up Status Element	174
☼ Postsecondary Education or Advanced Training Element.....	174
☼ Student Earned Certificate/License Element	175
2.10 Student Special Education Record (GE).....	176
☼ Date Element	178
☼ Date Type Element	179
☼ IEP Test Type Element.....	180
☼ Outcome Beginning Date Element	181
☼ Outcome End Date Element	181
☼ Outcome ID Element	181
☼ Non-Compliance ID Element	185
☼ Secondary Planning Element.....	186
2.11 Student Graduation – Core Summary Record (GC)	188

2.1 INTRODUCTION

Chapter 2 of the ODE EMIS Manual provides instructions in relation to reporting student-level data records and elements. Guidance regarding the State Student Identifier (SSID) is also a part of this chapter. All student-level records are submitted to the Ohio Department of Education (ODE) with an SSID. Some examples of how student-level data is used include Average Daily Membership (ADM) for funding purposes, enrollment, attendance, accountability, and other information needed for federal and state reports.

OVERVIEW OF DATA

The following are general categories of student data covered in Chapter 2 of the ODE EMIS Manual.

- Student Demographic Data (gender, race, etc.)
- Student Standing (student percent of time, attendance days, absences, withdrawal/dropout, etc.)
- Student Attributes both with and without dates
- Special Education Data (disability condition, placement options, related services, Special Education Record)
- English Language Proficiency Data (identified exited, reclassification, OTELA, etc.)
- Testing (OGT, achievement tests, other assessments)
- Career-Technical Education (CTE) (testing, follow-up)
- Student Course (Local Classroom Code, CTE Concentrator, etc.)
- Programs (programs and services in which the student is participating)
- Discipline (days of discipline, discipline reasons, etc.)
- Gifted (screening, assessment, identification and service, etc.)

REPORTING RESPONSIBILITY

The following are some general guidelines/rules regarding the reporting responsibility of EMIS reporting entities. EMIS reporting entities include:

- City, local, and exempted village school districts
- Community schools
- Educational Service Centers (ESC)
- Joint Vocational School Districts (JVSD)
- Ohio Department of Youth Services (ODYS)
- Ohio School for the Deaf (OSD)
- Ohio School for the Blind (OSB)

Unless specifically noted, reporting is reflective of the student's situation as of the last day of the reporting period. For October and February, reporting is reflective as of the last day of the period's Count Week. For yearend, reporting is reflective as of the student's last day of school. The student's last day of school is the earlier of the student's withdrawal date or the official last day of school. Specific guidelines and exceptions to the general reporting responsibilities are located in the individual student records sections of Chapter 2. The appendices contain additional reporting information and are referenced throughout Chapters 2, 3, and 4.

City, Local, and Exempted Village School Districts

One student demographic and all applicable student records are required to be reported by the district for each student enrolled. This includes situations such as non-resident students who are being educated by district employees through arrangements such as open enrollment and superintendent agreements.

In addition, a student demographic and other applicable student data records, are also required to be reported by the resident city, local, and/or exempted village school district for those students who reside within district boundaries, but are enrolled in another EMIS reporting entity such as JVSDs, DYS, OSB, or OSD.

Juvenile Detention Centers

In cases where a student is placed in a Juvenile Detention Center (JDC) by the court, both the public school district where the JDC is located and the resident district of the student are responsible to report a Student Demographic and other applicable records to EMIS; however, the public school district in which the JDC is located is responsible for the education of the student. Therefore, the district where the JDC is located is also responsible for reporting all other appropriate student records. The district may provide education to the student either through their own staff or by contracting with another entity, such as an ESC, to provide this service.

In cases where a non-public student is court placed into a JDC, both the resident district and the district in which the JDC is located are responsible for reporting this student. It is possible that once the student is released from the JDC, he/she may not return to the non-public school. Assuming the JDC is not located in the resident district, once the student is released from the JDC educational responsibility returns to the resident district. In this case, the resident district is required to report this student.

Educational Service Centers

With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not to report student data records for non-preschool students receiving and/or participating in programs/services from ESC employees. It is the sending/resident districts responsibility to report the appropriate student-level data records for those students receiving services and/or being educated by an ESC employee.

For funding purposes, ESCs are still required to report student-level data for preschool students they are educating and/or providing services. If the ESC is allocated funds from the Office of Early Learning and School Readiness (formerly the Office of Early Childhood Education) then the ESC is required to report the appropriate student-level records. These funds include allocations for the following three preschool programs:

- Preschool Special Education Unit Funds
- Early Childhood Education state funds (formerly State Funded Public Preschool Grant)
- Preschool Early Learning Initiative (ELI)

Generally, the following student records are required to be reported by the ESC if the ESC is serving preschool students:

- Course (if being reported with a percent of time and receiving more than itinerant services)
- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Discipline
- Preschool Assessment
- Preschool ASQ/SE Assessment
- Preschool ECO Assessment
- Program (if applicable)
- Special Education

Community Schools

Community schools are responsible for reporting the applicable student-level records for students enrolled. These records include the following:

- Course
- CTE Workforce Development Follow-Up
- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Discipline
- Gifted
- Kindergarten Readiness Assessment – Literacy
- Ohio Test of English Language Acquisition
- Program
- Special Education
- Testing (Achievement, OGT)

For the February (C) reporting period, community schools are not to report any students other than CTE students. If a community school has CTE programs, then the students, the CTE courses these students are taking, and the instructors for these courses are to be reported.

Joint Vocational School Districts

Joint Vocational School Districts are responsible for reporting the applicable student-level records for those students enrolled in the JVS. These may include but are not limited to:

- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Discipline
- Course
- Program
- CTE Workforce Development
- Testing record(s) for students who directly enroll from a non-public school or students that are home schooled.

Contracted Career Technical Programs/Services

In contracted career-technical situations, the following student records are to be reported by the district which employs the staff providing the career-technical programs/services to the students:

- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Program
- Course
- Discipline
- CTE Workforce Development
- Applicable testing record(s)

In addition, the resident city, local, or exempted village school district in which the student attending the JVS or contracted career-technical school resides is also responsible for reporting a Student Demographic and any other applicable student records.

Ohio School for the Deaf and Ohio School for the Blind

Students enrolled in the Ohio School for the Deaf or the Ohio School for the Blind are to be reported by these entities through EMIS. All applicable student records are to be reported, including, but not limited to,

- Demographic
- Standing
- Attributes – Effective Date
- Attributes – No Date
- Testing
- Discipline
- Program
- Course

In addition, the resident city, local, or exempted school district must also report a Student Demographic and any other applicable student records, for students enrolled in the OSB and/or OSD.

Ohio Department of Youth Services

The Ohio Department of Youth Services is responsible for reporting Student Demographic and other applicable records for students enrolled in its institutions. In addition, the resident/sending city, local, or exempted village school district of the student must also report Student Demographic, Student Standing, Student Attributes – Effective Date, and Student Attributes – No Date records for students attending DYS. The DYS is responsible for reporting other student records, as applicable.

FEBRUARY (C) REPORTING PERIOD

Preschool students are not to be reported, with the exception of students in the Autism Scholarship Program.

Report all students in grades K-12, 13, 23, and students in the Autism Scholarship Program who have been enrolled for one or more days from the first day of school through the end of February Count Week. This includes any student enrolled during October Count Week but graduated before the end of the February Count Week. The diploma date, diploma type, effective end date, and withdrawal code should reflect the date the student actually graduated. These students will also be reported during the normal yearend reporting.

Only report program codes 305005 and 305007 for CTE (Career-Technical Education).

For any student that is reported during the February reporting period, report all special education events that occurred from June 1 of the previous school year through the last day of the official State February Count Week.

No testing information will be reported during the February reporting period.

Report all CTE courses that the student is taking that are in session during the February Count Week. Reporting for all other CTE courses for the student is optional.

2.2 STATEWIDE STUDENT IDENTIFIER

The Statewide Student Identifier (SSID) is a nine character identification code that is unique to each public school student within the State of Ohio Public Education System.

PURPOSE OF THE SSID

The SSID should be used only for EMIS reporting purposes in order to maintain student privacy. Per ORC § 3301.0714 (D), at no time shall a district release the crosswalk that matches the SSID with other student-level data (e.g., name, address, social security number). This information is protected by the Family Educational Rights to Privacy Act¹ and by the Ohio Revised Code for the purpose of maintaining student confidentiality. Failure to follow federal and state statutes will result in penalties as stated therein.

The SSID allows student-level data to be reported via EMIS and facilitates statewide, longitudinal tracking of student progress without the Ohio Department of Education knowing sensitive student-level information such as name, address, or social security number. All EMIS records are required to be submitted with the SSID, as it is a mandatory data element.

In order for funding to flow appropriately, it is critical to report the SSID accurately, as records submitted to ODE with invalid SSIDs will not be processed.

Software at the ITC will read the Student Standing Record that is effective as of a specific date for each reporting period (last day of a building's count week for October and February, Federal Child Count date [usually December 1] for December, and the last day of the school year for Yearend), and replace the EMIS ID with the SSID in every student record.

Additional information about the SSID can be found at the ODE/EMIS website.

ISSUANCE OF AND ACCESS TO THE SSID

The identification code is to be issued by the approved Application Service Provider (IBM). IBM is contracted by the Ohio Department of Education to maintain the Statewide Student Identifier Database (SSID) System.

Any district responsible for reporting data to EMIS may access the SSID System. Access to the SSID System will only be open to authorized personnel within the district for the purpose of enrolling preschool, new kindergarten, or transfer students. All policies specified within the Ohio Revised Code (ORC) pertaining to the protection of student privacy and the maintenance of confidential records shall be followed by districts as the SSID is implemented in districts.

The secure website for the SSID System is <https://www.ohiossid.com>. Districts should contact their ITC to gain access to the secure website.

DATA ELEMENTS REQUIRED FOR ASSIGNMENT OF SSID

The following nine data elements are all mandatory for assignment of the SSID.

Legal First Name.² Legal First Name of the student as it appears on the birth certificate, I-95 form, or passport.

¹ 20 U.S.C. §1232g; 34 CFR Part 99.

² For local use only – ODE does not receive this information.

Legal Middle Name.² Legal Middle Name of the student as it appears on the birth certificate, I-95 form, or passport.

Legal Last Name.² Legal Last Name of the student as it appears on the birth certificate, I-95 form, or passport.

Date of Birth. Date of Birth (format: mm/dd/ccyy) as it appears on the birth certificate, I-95 form, or passport.

Gender. The gender of the student.

- M = Male
- F = Female

Native Language. “Native” or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the student at the onset of speech. Valid options are found in Chapter 2, *Native Language Element* on the Student Demographic Record.

Ethnicity. Racial/ethnic group to which the student belongs or with which the student identifies. Districts must give parents the option to designate the category. Valid options are found in Chapter 2, *Racial/Ethnic Group Element* on the Student Demographic Record.

Birthplace Name.³ “Place/Name” for the geographic location where the student was born as it appears on the birth certificate (or via parent/guardian if student is foreign born). The Birthplace Name will typically be a city. If no city is available, Birthplace Name should be the most specific information that appears on the birth certificate or other documentation (e.g., county, hospital name). Please report this exactly as it appears on the birth certificate, including misspellings.

Admission Reason. The *Admission Reason Element* has been added as a required field to obtain an SSID for a newly enrolled student for the purposes of validation and also to decrease the assignment of a second or third SSID for the same student. In addition, it will provide information on where new students coming into Ohio public education are coming from.

This element is now required to be submitted to ODE through EMIS, it is required to be submitted to IBM in any batch file for the assignment of an SSID for newly enrolled students. It will also be required on the SSID website, when a district is requesting an SSID for a new student.

This element describes how the student arrived at the district. It answers the question “How did this student arrive at my district?”

Denote the explanation for which a new SSID is being created for a newly enrolled student. The following options are valid.

1. Student Transferred from Home School in Ohio
2. Student transferred from out of state/out of country
3. Student transferred from a nonpublic school in Ohio
4. Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)
5. Not enrolled in an Ohio public district or community school since 2003 for a reason other than listed above
6. Transferred from another Ohio public/community school

³ ODE does not receive this data element. It is required only to obtain an SSID.

7. Not newly enrolled in this school district

Records submitted with Reasons 6 or 7 will not be assigned a new SSID, as one should already exist. Districts will receive a message indicating such.

SSID HELP

Located on the ODE EMIS website is a frequently asked questions document regarding functionality questions about the SSID. This document may be referenced for assistance regarding the SSID; however, the EMIS coordinators should contact their ITC for assistance regarding SSID issues.

2.3 STUDENT-LEVEL RECORDS

Several records are submitted to ODE from ITCs that contain student data. Below is a list of each record and its record indicator as they are submitted from the ITCs to ODE. Data elements on each record are defined in the following sections of Chapter 2.

Record Indicator	Record Name
GI	Student Demographic Record
FS	Student Standing Record
FD	Student Attributes – Effective Date Record
FN	Student Attributes – No Date Record
GP	Graduation-Only Test Record
GA	Student Achievement Test Record
GX	Student OGT Testing Record
GB	Student Preschool Assessment Record
GO	Kindergarten Readiness Assessment – Literacy Record
GF	Ohio Test of English Language Acquisition (OTELA) Record
GY	CTE Student Assessment Record
GS	Student Preschool ASQ/SE Assessment Record
GM	Student Preschool ECO Assessment Record
GN	Student Course Record
GQ	Student Program Record
GG	Student Gifted Education Record
GD	Student Discipline Record
GV	CTE Workforce Development Completer Follow-Up Record
GU	Student CTE Industry Assessment Record
GE	Student Special Education Record
GC	Student Graduate Core Summary Record

REPORTING STUDENT DATA

Definitions for student data elements are located within this chapter. Within each student record, each data element is organized alphabetically. Valid options for certain data elements are listed and defined accordingly. Additionally, the file layouts, found in Chapter 5, indicate the valid options for the data elements reported to the Department of Education. In addition to valid options and data definitions, data reporting requirements for each data element are discussed in each of the following sections.

SPECIAL REPORTING SITUATIONS

Autism Scholarship Program

All students who participate in the Autism Scholarship Program are required to be reported to EMIS by the resident district during the October (K), December (M), February (C), and Yearend (N) reporting periods. These students are included in the Federal December Child Count. Do not withdraw these students. Do not report the 215xxx Related Service program codes for these students.

The following student records are required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Demographic Record
- Student Standing Record
- Student Attributes – Effective Date Record
- Student Attributes – No Date Record

- Student Program Record
- Student Special Education Record

The following student records are *not* required to be reported through EMIS for each student participating in the Autism Scholarship Program.

- Student Course Record
- Student Gifted Education Record
- Student Discipline Record
- Any Assessment Record

The following table describes how to report key elements for students participating in the Autism Scholarship Program.

Table 1. Key Data Elements for Autism Scholarship Program Participants

Data Element	Report for Autism Scholarship Participants
<i>Legal District of Residence Element</i>	Resident District IRN
<i>Effective Date Elements</i>	If first attend ASP program in current school year, close out any open record for the student and open a new record with an Effective Start Date of the first day the student is in the ASP program.
<i>How Received Element</i>	*
<i>How Received IRN</i>	*****
<i>Sent Reason Element</i>	AS
<i>Sent To IRN Element</i>	IRN, if known, of entity providing services to student; otherwise 999999
<i>Student Percent of Time Element</i>	000
<i>Sent To Percent of Time</i>	Indicate the percent of time the student would be receiving instruction if he/she were attending the resident district.
<i>District Relationship Element</i>	3
<i>Attendance Days Elements</i>	<p>October (K) Count Week The number of days the student was enrolled in the district and attending the Autism Scholarship Program (new open record) and/or your district during October Count Week (record closed when student starts ASP).</p> <p>February (C) Count Week The number of days the student was enrolled in the district and attending the Autism Scholarship Program (new open record) and/or your district during the February Count Week (record closed when student starts ASP).</p> <p>School Year Only report the days that the student actually attended in your district, if any. If the student attended the Autism Scholarship Program for the entire year, the district is not required to report any attendance at yearend.</p>
<i>Disability Condition Element</i>	Usually 12 – Autism, but exceptions exist

Data Element	Report for Autism Scholarship Participants
<i>Program Code Element</i>	210xxx – Least Restrictive Environment (report one code for school age students 217xxx – Least Restrictive Environment (report one code for preschool students) Do not report any 215xxx Related Service Codes

Autism Scholarship Program Funding. Initial funding of school age and preschool students participating in the Autism Scholarship Program is noted on the SF-3 Flow report. On this report, preschoolers are included with first grade students.

Through an application process, the resident district confirms the residency of the student and indicates if the student has been included in the October and/or February Count Week data. This information is then forwarded to ODE. Funding for the program is deducted from the resident district and sent through installments to the parents of the students participating. The parents then make payments to the ODE-approved provider.

Preschool Students Found to be Ineligible for Service

Preschool students who are not otherwise enrolled in a district who are referred for special education evaluation and are found to be ineligible for special education services are required to have special education events submitted for them. In these cases, the public school district is responsible for reporting special education event records. Resident districts are to enroll these preschool students using the date of the Evaluation Team Report Date (ETR) for the admission, effective start, and effective end dates. The percent of time would be zero and the District Relationship would be 3.

These records are reported by the resident district even if an ESC completed the screening process.

Example 1.

A preschool student had the following events:

- On 3/28/2007 Preschool School Transition conference
- On 5/23/2007 Referral Date for Evaluation
- On 5/23/2007 Consent Date for Evaluation
- On 6/27/2007 Evaluation Team Report Date with an Outcome ID of ETNE not eligible for services.

The resident district would use the date of 6/27/2007 for the admission, effective start, and effective end dates.

Summer 2008 Graduates

Summer graduates are students who did not meet graduation requirements (either course requirements or test requirements) during their final year in school but do meet graduation requirements during the summer immediately after their final year in school.

At least one of each of the following record types are required to be reported during the October (K) reporting period for each student who graduates during the summer following his/her final year in school:

- Student Demographic Record
- Student Standing Record
- Student Attributes – Effective Date Record
- Student Attributes – No Date Record



The *Diploma Date Element* and the *Effective End Date Element* are to be reported with a date greater than or equal to July 1 and prior to the first day of school. Report a Withdrawal Reason of “99” in addition to the *Diploma Type Element*.

Districts are required to report a Student OGT Testing Record for summer graduates if the student took the OGT over the summer. The Student OGT Testing Record is reported during October (K) reporting period following the summer completion of graduation requirements.

Court-Placed Student Attending a Community School

This information applies to a student from district A (the resident district) who is court-placed into a “home”⁴ located in another district (district B) and then attends a community school. Upon enrollment at the community school, the student should be withdrawn from both the resident district (district A) and the district that the student was court-placed into (district B). If the student withdraws from the community school and enrolls at the district where the student was originally court-placed (district B), both the resident district (district A) and the district where the student was originally placed (district B) should re-enroll the student and report the student as they would for any court-placed student.

Educational Choice Scholarship Pilot Program

Beginning in FY07, non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using a withdrawal code of “42”.

Students with disabilities participating in this program are to be reported per the instructions for special education students attending a nonpublic school.

Additional information about Ed Choice can be found at the Center for School Finance website.

Special Education Student Attending a Nonpublic School

A special education student attending a nonpublic school can be placed there either by parental choice or by the district. Please follow the appropriate reporting instructions below depending on how the student was placed in the nonpublic school.

1. Parentally Placed Special Education Student in Nonpublic School

As a general reporting guideline, the public school district (not including community schools) in which the nonpublic school is located has the responsibility to report special education students who are parentally placed in the nonpublic school. This may or may not be the same district as the resident district of the student. In cases where the nonpublic school is located in a district other than the student’s resident district, the resident district has no reporting responsibility. The following reporting guidelines should be followed in this case.

- **Public School District Providing Special Education Services**

These students are receiving special education services (on a services plan) from the public district in which the nonpublic school is located. In these cases, the public school district is responsible for reporting Student Demographic, Standing, Attributes – Effective Date, Attributes – No Date, and Program Records.

- **No Special Education Services Provided by Public School District**

These students are eligible to receive services from the public district, but are not being served in this capacity. In this situation, the public district reports these students as an aggregate count on its District General Information – Fall/October Record in the *Un-*

⁴ “Home” includes foster care, group home, Juvenile Detention Center (JDC), or other residential facility. It does not include placement into DYS.

served Eligible Nonpublic Students with a Disability Element. In this case, the public school district does not report individual student level records.

2. District-Placed Special Education Students in Nonpublic School

As a general reporting guideline, the student's resident district is responsible for reporting individual student level data for these students. The EMIS records required to be reported by the district for these students are the same records reported for a student educated within the district. Starting in FY09, the percent of time for these students is reported in the Sent To Percent of Time with a Sent Reason of NP and a Sent To IRN of the Nonpublic School (if none exists, report 999999). The regular Student Percent of Time will no longer include the percent of time the student has been placed in the Nonpublic School (therefore reported as zero for a full time placement) and the District Relationship will be reported as 1.

Special Education Co-Operative Students

Generally, students who are attending a special education co-operative in a public school district other than their resident district are reported as shown in the table below.

Table 2. Special Ed Co-Operative Students – General

	Resident District Reports	Special Education Co-Operative Reports
Elements on Student Standing Record		
<i>Legal District of Residence Element</i>	Resident District IRN	Resident District IRN
<i>How Received Element</i>	*	B
<i>How Received IRN Element</i>	*****	Resident District IRN
<i>Student Percent of Time Element</i>	% of time receiving instruction at resident district	% of time receiving instruction at special ed co-op
<i>District Relationship Element</i>	If above is 0%, report 3; else report 1	1
<i>Sent Reason Element</i>	SE	NA
<i>Sent To IRN Element</i>	District IRN of special ed co-op	*****
<i>Sent To Percent of Time Element</i>	000	000

Sometimes students are “placed” in an institution outside their resident district and attend a Special Education Co-Operative in another district. This includes students who are court-placed, foster placed, or non-court placed such as parentally placed in an institution (how received of “C”, “P”, or “T”). In these cases, the district in which the student is placed is responsible for the student's education. These students may attend a special education co-operative at a district other than the one in which they were placed. In these situations report the student as shown in the following table.

Table 3. Special Ed Co-Operative Students – “Placed” in an Institution

	Resident District Reports	District in Which the Student is Placed Reports	Special Education Co-Operative Reports
Elements on Student Standing Record			
<i>Legal District of Residence Element</i>	Resident district IRN	Resident district IRN	Resident district IRN
<i>How Received Element</i>	*	C, P, or T	B
<i>How Received IRN Element</i>	*****	Resident district IRN	IRN of district in which the student was placed
<i>Student Percent of Time Element</i>	0	0	100%
<i>District Relationship Element</i>	3	3	1
<i>Sent Reason Element</i>	<i>FC, CI, or NI</i>	<i>SE</i>	NA
<i>Sent To IRN Element</i>	IRN of district in which the student was placed	IRN of district of the special education co-operative	*****
<i>Sent To Percent of Time Element</i>	0	0	0

Reporting Requirements for the December (M) Reporting Period

City, local, and exempted village school districts, community schools, the Ohio Department of Youth Services, the Ohio School for the Blind, and the Ohio School for the Deaf are to report student level records during the December (M) reporting period. Students with a disability enrolled in the district as of the Federal Child Count date [usually December 1] must be reported by the educating district, if not the same then the resident district.

ESCs and JVSDs are not to report any EMIS data for the December (M) reporting period.

Building IRN Element

The *Building IRN Element* is defined below for all student records, unless noted otherwise within the reporting instructions for a particular student record.

 **Building IRN Element**

Record Field Number	**040
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

Valid Option

Six-digit IRN

Valid building IRN within the reporting district

Reporting Instructions. Generally, this is the building IRN where the student is enrolled last at the time of reporting. As a general rule, if the district is instructing the student, then a building IRN within the district is to be reported. IRNs can be found in the Ohio Educational Directory.

City, Local, or Exempted Village School Districts. If a city, local, or exempted village district is instructing the student, then a building IRN within its district is reported. In addition, the building IRN where the student would have been enrolled in the district is reported in this field when the student is being educated full-time by staff employed by another entity, such as an ESC, MRDD, or non-EMIS reporting entity.



Community Schools. If a student is enrolled in a community school, then the building IRN of the community school that the student is attending should be reported.

Ohio Department of Youth Services. ODYS (Ohio Department of Youth Services) reports the building IRN of the particular institution that is providing instructional services to the student.

Educational Service Centers. If an ESC is reporting preschool student data, then the IRN of the ESC is reported in the building IRN field.

Joint Vocational School Districts. When the JVSD is reporting the building IRN for enrolled students, the building IRN of the Joint Vocational School that the student is attending should be reported.

State Schools for the Deaf and Blind. The Ohio State Schools for the Deaf and Blind each report the appropriate building IRN in which the student is enrolled.

Reporting the Building IRN, as Related to Student Percent of Time.

- A. If the student percent of time is greater than 0% and the student is being instructed in a building operated/owned by the district, then report the building IRN where the student is instructed.
- B. If the student percent of time is equal to 0%, then report the building where the student would have attended geographically within the district or the district IRN.
- C. If the student percent of time is greater than 0% and the student has a Sent Reason of “CT” (Contract Career-Technical), “JV” (Joint Vocational School District), “ES” (Educational Service Center), or “PS” (Post-Secondary Institution) then report the building IRN where the student receives instruction when attending the district.
- D. If the student percent of time is greater than 0% and the student is being instructed in a building **NOT** operated **OR** leased/rented by the district (e.g., hospital, detention center, nonpublic building), then report the building IRN where the student would have attended.
- E. If the student percent of time is greater than 0% and the student is being instructed in a building that is not operated by the district but is leased/rented by the district, then the report the building IRN where the student would have attended.

Example 2.

If an elementary school needs extra classrooms and rents a church across the street, then the building IRN should be the school IRN. The elementary school IRN would be used in all student and staff records (including the “Location IRN” on the Course Master Record).

Example 3.

If a district leases a building in a strip mall to house a district-wide elementary program, such as a pull-out program for gifted students, each student is to be assigned to the building he/she would have attended if this special facility did not exist.

2.3.1 STUDENT DEMOGRAPHIC RECORD (GI)

General Guidelines

Student demographic data elements are reported by the last building within a district where the student is/was enrolled on the last day of the reporting period (i.e., the Friday of October Count Week for October (K), the Friday of February Count Week for February (C), the Federal Child Count Date (usually December 1), for December (M), or the last day of school in the current school year for that student for Yearend (N).

- If a student is enrolled in two or more buildings on the last day of the snapshot period (i.e., October Count Week) within a district, the demographic data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings on the last day of the snapshot period within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence days.

If a student has been enrolled in more than one district during the snapshot period, each district is responsible for reporting a Student Demographic Record.

Table 3. Elements Moved to FS, FD or FN Records

FY08 GI Element	FY09 GI Elements Moved to New Record Types
<i>GI500 Student Admission Reason</i>	Student Standing Record (FS)
<i>GI310 State Student ID (SSID)</i>	Student Standing Record (FS)
<i>GI150 Student Percent of Time</i>	Student Standing Record (FS)
<i>GI100 Legal District of Residence</i>	Student Standing Record (FS)
<i>GI120 Student Status</i>	Student Standing Record (FS) as How Received
<i>GI130 Grade Level</i>	Student Attributes – Effective Date Record (FD)
<i>GI370 State Equivalent Grade Level</i>	Student Attributes – Effective Date Record (FD)
<i>GI170 Disadvantage</i>	Student Attributes – Effective Date Record (FD)
<i>GI510 Preschool Poverty Level</i>	Student Attributes – Effective Date Record (FD)
<i>GI160 Disability Condition</i>	Student Attributes – Effective Date Record (FD)
<i>GI430 Student Being Served by 504 Plan</i>	Student Attributes – Effective Date Record (FD)
<i>GI190 Homeless Status</i>	Student Attributes – Effective Date Record (FD)
<i>GI480 Homeless Unaccompanied Youth</i>	Student Attributes – Effective Date Record (FD)
<i>GI230 Limited English Proficiency</i>	Student Attributes – Effective Date Record (FD)
<i>GI240 Migrant Status</i>	Student Attributes – Effective Date Record (FD)
<i>GI520 Acceleration-Writing</i>	Student Attributes – No Date Record (FN)
<i>GI530 Acceleration-Reading</i>	Student Attributes – No Date Record (FN)
<i>GI540 Acceleration-Mathematics</i>	Student Attributes – No Date Record (FN)
<i>GI550 Acceleration-Social Studies</i>	Student Attributes – No Date Record (FN)
<i>GI560 Acceleration-Science</i>	Student Attributes – No Date Record (FN)
<i>GI490 Limited English Proficient Reclassification Date</i>	Student Attributes – No Date Record (FN)
<i>GI140 Grade Level, Next Year</i>	Student Attributes – No Date Record (FN)

Elements Removed from Record

- GI320 – *Special Education Exit Date Element* (This information is now retrieved via the event date for ETR with an outcome equal to exiting Special Education.)

Student Demographic Data Elements

The following portion of this section discusses each of the data elements within the Student Demographic Record. The elements are organized alphabetically.

☀ Date of Birth Element⁵

Record Field Number	GI070
Definition	The date on which the individual being reported was born.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. A birth date of August 11, 2000, is to be reported as 20000811.

☀ EMIS Student ID Number Element

Record Field Number	GI050
Definition	The locally determined EMIS student ID.

Valid Options

Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS student ID number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.

☀ Gender Element

Record Field Number	GI080
Definition	The gender of the individual being reported.

Valid Options

M Male
F Female

☀ Name Elements

First Name

Record Field Number	GI330
Definition	The first name of the individual being reported.

Middle Name

Record Field Number	GI340
Definition	The middle name of the individual being reported.

⁵ Date of Birth is used in the student aggregation routines to calculate student age.

Last Name

Record Field Number	GI350
Definition	The last name of the individual being reported.

Valid Options

30 characters

Reporting Instructions. The *Student Name Element* is for local use only. ODE does not receive this information. Please refer to the SSID instructions with questions about the format of this element, [REF: pg 17](#).

 **Native Language Element**

Record Field Number	GI270
Definition	“Native” or first language of the student. This is often the language spoken at home but should denote the primary language spoken by the student at the onset of speech.

Valid Options

- | | |
|-----|-----------------|
| ENG | English |
| ALB | Albanian |
| AMH | Amharic |
| ARA | Arabic |
| CAM | Cambodian |
| CAN | Cantonese |
| CRE | Creole (French) |
| GER | German |
| HMG | Hmong |
| JPN | Japanese |
| KOR | Korean |
| LAO | Laotian |
| NAV | Navajo |
| PTG | Portuguese |
| ROM | Romanian |
| RUS | Russian |
| SBC | Serbo Croat |
| SOM | Somali |
| SPN | Spanish |
| TAG | Tagalog |
| TRI | Trigriyan |
| UKR | Ukrainian |
| VTM | Vietnamese |
| OTH | Other |

 **Racial/Ethnic Group Element**

Record Field Number	GI090
Definition	The racial/ethnic group of the individual being reported.

Valid Options

W White (Non-Hispanic)
Persons having origins in any of the original peoples of Europe, North Africa, or

- the Middle East.
- B Black (Non-Hispanic)**
Persons having origins in any of the black racial groups in Africa.
- H Hispanic**
Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
- A Asian or Pacific Islander**
Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- I American Indian or Alaskan Native**
Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
- M Multiracial**
Persons having origins in two or more of the above options.

Reporting Instructions. When the parent or guardian refuses to provide their child’s racial/ethnic group, the district shall use observer identification. If observer identification does not identify the racial/ethnic group is to be coded, default to “Multiracial”. This designation is required to be communicated to the parent or guardian by the district prior to designation.

2.3.2 STUDENT STANDING RECORD (FS)

General Guidelines

The Student Standing data elements describe the standing of a student within the district reporting that student. This record also describes situations in which the reporting district receives a student from another district and/or in which the reporting district sends a student to another district.

Student Standing records are reported by a district

- if the student was enrolled in the district,
- if the student received services from the district, or
- if the district had a fiscal or other reporting responsibility for the student.

In the October (K), December (M), February (C), and Yearend (N) reporting periods, a district will submit one or more records describing its relationship to a student. A single record will be reported for a student if that student's relationship to the district is unchanged throughout the time frame of the reporting period. If the relationship of a student to the district changes, the original record must be "closed" and a new record "opened," resulting in more than one record submitted for the student during the reporting period.

The data that comes to ODE in each record should reflect element values that are true for the student during the time frame between the Effective Start Date and the Effective End Date, inclusive, of the Student Standing record. These data should not extend into future potential changes to the student's standing. No element in the record should contain projected values.

This is a new record type for FY09; however, some elements on this record were transferred from the Student Demographic (GI) or Student Attendance (GK) record. Elements and options directly transferred without changes are not highlighted in the sections below (Word manual version only – PDF version will not show any highlighting). Changes may have been made to the reporting instructions for these elements; any such changes will be highlighted.

Open Versus Closed Records

The terms "open" and "closed" records will be used in relation to this record and to the Student Attributes – Effective Date record to indicate whether or not the element values in a given record are currently in effect.

A record that is open will reflect the student's relationship and status with the reporting district as it exists at the end of a reporting window; all values in the record are currently in effect. A student can have only one open record per type being reported in a single reporting period.

A record that is closed will reflect a student's prior relationship with the reporting district and no longer defines the status of the student at the end of the reporting window; not all values in the record are currently in effect. There may be any number of closed records for a single student in a single reporting period. If a record is closed for any reason other than the withdrawal of the student, there must be a new open record.

If a record is closed by entering an Effective End Date, it may still be corrected after that date as long as ODE is still accepting data for the reporting period. A correction to a record does not trigger the closing of the current record and the opening of a new record as long as the corrected element value is changed to the true value of the student as of the Effective Start Date on the record.

Changes of Values in New Records

When there is a real change in the student's standing within the reporting district, the change will trigger closing the existing record and opening a new record.

For example, if a student moves from one building in a school district to another, the Attending Building IRN of the Student Standing Record must be changed. The existing record would be closed by entering an Effective End Date. The district must calculate the School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days for the time frame of the record. All of the other elements in the original record will be kept the same. A new Student Standing Record must be opened and must contain the new Attending Building IRN. A new Effective Start Date must be entered for this record and the *Effective End Date, School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days Elements* will be filled with zeros on the new record. Unless the move to a new building triggers some other change, other elements will contain the same values as those on the closed record.

As is evident in this example, changes to some data elements will necessitate closing the current Student Standing Record and opening a new one that defines the new relationship of the student to the reporting district.

A change to any of the following elements requires the closing of the current open record:

- *Admission Date Element*
- *Admission Reason Element*
- *Assigned Building Area IRN Element*
- *Attending Building IRN Element*
- *District Relationship Element*
- *How Received Element*
- *How Received IRN Element*
- *Legal District of Residence Element*
- *Percent of Time Element*
- *Sent Reason Element*
- *Sent to IRN Element*
- *Sent to Percent of Time Element*
- *State Student ID Element*
- *Tuition Type Element*
- *Withdraw Reason Element*

The closing of the current record requires entering appropriate values for

- *Effective End Date Element*
- If the record applies to a student whose attendance must be recorded:
 - *School Year Attendance Days Element*
 - *School Year Excused Absence Days Element*
 - *School Year Unexcused Absence Days Element, and*
- If the Effective End Date occurs during the count week of the student's Attending Building and attendance is required for the student, attendance for the days in the count week up to and including the day of the Effective End Date must be reported.

For a change in any of the above elements, except Withdraw Reason, a new record must be opened for the student. The opening of the new record requires:

- An Effective Start Date one calendar day after the closed record's Effective End Date,

- Zero values in all attendance related elements, to be updated later as appropriate,
- New value(s) in the element(s) that changed as of the Effective Start Date,
- The same values as the closed record for all other elements that continue to reflect the student's standing within the district.

In general, ODE prefers that each Student Standing or Student Attributes – Effective Date Record reflect at least one change in value beyond effective dates and attendance days between each submitted record. However, due to the challenges of maintaining this data and the impact of corrections to incorrect data, ODE will accept data rows without changing data as long as there is no overlap in the Effective Date ranges and the attendance days are accurate on each record. In other words, if a change in a specific element triggers the closing of a current record and the opening of a new record with contiguous dates, and it is later discovered that the change in value for the specific element was incorrect, the initial record may still be reported to ODE as closed and the new open record reported with the same value as the closed record.

See Appendix Y for samples of situations and combinations of Student Standing Records that might be submitted in each reporting period.

Time Frames

Any district that has a relationship with the student during a time frame within the current school year must report:

- In October (K): one or more records for
 - students who were enrolled one or more days from the day after the last day of the prior school year to the last day of the October count week of the building the student is attending,
 - students who withdrew or graduated during the summer,
 - students in preschool as of December 1.

The district has the option to submit additional records reflecting the student's standing from the day after October count week through the end of the October reporting period.

- In December (M): one or more records for disabled students who were enrolled on the Federal Child Count day of the current year (usually December 1). Districts may submit only the record reflecting the status as of the Federal Child Count day, or may submit all records reflecting a student's status from the first day of school to the Federal Child Count day, inclusive. Although the FS Record is required in December, not all elements will be collected by ODE. See Appendix I for additional information.
- In February (C): one or more records for students who were enrolled one or more days from the first day of school for the building the student attends through the last day of the February count week. The district has the option to submit additional records reflecting the student's standing from the day after the last day of February count week through the end of the February reporting period.
- Yearend (N): one or more records for students who were enrolled one or more days from the first day of school for the building the student was attending through the last day of school. The district has the option to submit additional records reflecting the student's standing through the end of June.

If a student is enrolled in more than one district, each district is responsible for reporting a Student Standing Record.

If a student is concurrently enrolled in more than one building of a district during the reporting period, the following criteria should be used.

- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district, the Student Standing data is reported in the building where the student spends the majority of time.
- If a student is enrolled in two or more buildings between the Effective Start Date and Effective End Date, inclusive, within a district for the exact same amount of time in each, then the district will make the determination as to which building reports the student attendance and absence days.

Definitions of Terms Related to Attendance

Enrolled Students. An enrolled student is defined in Division C of § 3317.03 of the Ohio Revised Code as those pupils who are attending school, those who have attended school during the current school year and are absent for authorized (excused) reasons, those students described by division G (a scholarship student of a pilot project district) of this section, and those students with disabilities currently receiving home instruction.

Expelled Students. Students who are expelled and not receiving instructional services during the period of expulsion are to be withdrawn from the district during the term of the expulsion.⁶ When a student is expelled, the student is withdrawn from the school district on the date of expulsion and re-enrolled when the expulsion period ends and the student returns to the district. When the expulsion period ends the *Admission Date* and *Admission Reason Element* are to be updated.

Instructional Services. Instructional services for students who are expelled and/or suspended, as defined by the Ohio Administrative Code,⁷ include alternative experiences or activities which are provided in accordance with Board Policy or an Individualized Education Program (IEP) to meet the unique needs of the student. In designing such services, modifications may be made to provisions relating to instructional time, teaching credentials, and courses of study. For students with disabilities, such modifications must be made through the IEP team.

Calamity Days. Students should not be reported in attendance or absent when there is a calamity day, i.e., snow day, utility failure, flu epidemic. Days-in-session do not include calamity days. When a district is using the option of adding time to the school day to make up calamity days in excess of 10, the additional time is considered a part of that school day and partial day absences should be in proportion to the entire day.

Parent-Teacher Conference Days. For students, parent-teacher conference days do not count as absence or attendance days. Days-in-session do not include parent-teacher conference days.

October (K) Reporting. During October reporting, October Count Week days of attendance and absences are reported by the building(s) the student attended during the districts October Count Week. The student attendance reported in October is used to calculate the average daily membership (ADM) used in the calculation for district funding in October.

February (C) Reporting. During February reporting, February Count Week days of attendance and absences are reported by the building(s) the student attended during the districts February Count Week. The student attendance reported in February is used to calculate the average daily membership

⁶ OAC 3301-18-01 (K).

⁷ OAC 3301-18-01 (C).

(ADM) used in the calculation for district funding in February.

Yearend (N) Reporting. During Yearend (N) reporting, the students' total attendance/absence for the entire school year is reported. A student may attend multiple buildings within a district during a reporting period.

Combined Attendance – October / February. During the October (K) and February (C) reporting periods, the resident district includes the attendance for school-age students receiving services from a staff person employed by an ESC.

Students attending a JVSD part time are to be reported by both the JVSD and the resident school district. The school district reports the time spent at the school district only, and the JVSD reports the time spent at the JVSD only.

Example 4.

October Attendance – JVSD

If a student spends half of his/her day at the JVSD the maximum days of absence and attendance that the JVSD can report for any given day would be .5.

For October only, preschool students attending both an ESC and their resident school district are to be reported by both entities. The ESC reports the time spent at the ESC only and the school district reports the time spent at the school district only.

Exception for February Reporting. The only preschool students that are to be reported in the February (C) reporting period are preschool students participating in the Autism Scholarship Program. Community schools report only if they have students who are enrolled in a CTE program.

Combined Attendance – Yearend. During the Yearend (N) reporting period, the sending district should report combined attendance for all students with one of the following options in the Sent Reason Element:

- “PS5” Post-Secondary Institutions (Students attending a Post-Secondary Institution can be reported as 100% attendance for the percent of time they are at the Post-Secondary Institution)
- “MR” MR/DD that Student Attends
- “PI” Proprietary Institution Program Placement
- “NP” Non-public school placement at district expense.

During the Yearend (N) reporting period, the sending district includes the attendance for non-preschool students receiving services from a staff person employed by an ESC. These students are only reported at the sending district.

Contract Career-Technical Vocational and/or JVSDs report attendance for the time spent at the Contract Career-Technical Vocational Center and/or the JVSD.

Example 5.

Combined Attendance - Yearend

If a student attends a JVSD part time and the resident district part time, the resident district includes the student attendance for the time educated at the resident district. The JVSD includes student attendance for the time educated at the JVSD.



Elements Added to Record

- *Effective Start Date Element*
- *Effective End Date Element*
- *Tuition Type Element*
- *District Relationship Element*
- *Attending Building IRN Element*
- *Assigned Building Area IRN Element*
- *How Received Element*
- *How Received IRN Element*
- *Sent Reason 1 Element*
- *Sent Reason 2 Element*
- *Sent to IRN 1 Element*
- *Sent to IRN 2 Element*
- *Sent to Percent of Time 1 Element*
- *Sent to Percent of Time 2 Element*
- *School Year Attendance Days Element*
- *School Year Excused Absence Days Element*
- *School Year Unexcused Absence Days Element*
- *October Count Week Attendance Days Element*
- *October Count Week Excused Absence Days Element*
- *October Count Week Unexcused Absence Days Element*
- *February Count Week Attendance Days Element*
- *February Count Week Excused Absence Days Element*
- *February Count Week Unexcused Absence Days Element*

Elements Deleted From Record

- *Attending/Home District IRN Indicator Element*

Student Standing Data Elements

The following portion of this section discusses each of the data elements within the Student Standing Record. The elements are organized logically, listing related elements together.

☀ *EMIS Student ID Number Element*

Record Field Number	FS050
Definition	The locally determined EMIS student ID.

Valid Options

Nine-digit ID used by the school district

Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.



☀ **Effective Start Date Element**

Record Field Number	FS060
Definition	The first day, inclusive, that the set of all other values on this record are valid.

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. An Effective Start Date must be reported on all records. Students will have a new FS record with a new Effective Start Date in two situations:

- When an element on the FS record that causes a prior record to close and a new record to be opened has a change in value, and
- When a student is admitted to the district.

In the first situation, a new FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student's District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FS Record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective Start Date for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match. A newly enrolled student's Effective Start Dates on FS and FD Records may be less than or equal to the Admission Date on the FS Record, but cannot be greater than the Admission Date.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.

☀ **Admission Date Element**

Record Field Number	FS070
Definition	The date of the student's first day of attendance for the most recent entry or re-entry into the school district.

Valid Options

YYYYMMDD Year, Month, Day

Reporting Instructions. If the entry/re-entry occurred during a prior school year and the exact date is unavailable, report the first day of school for that school year. If the entry/re-entry is during the current year, the Admission Date is an attendance day for the student and must occur on a date in the building's current school year calendar.

The Admission Date cannot be on a day in the school's calendar unless the student begins attendance on that day. The admission date may reflect a day prior to the first day the student actually attended if there are no scheduled days in session for the building between the date reported in the *Admission Date Element* and the day the student actually attended. For students who were enrolled in the district as of the end of the FY08 school year, the district should continue to report the admission date as it is currently being reported.

Example 6.**Admission Date**

A student moves into the district and registers for school on Monday, September 15; the student is scheduled to start classes on Tuesday of the same week. The student's family decides to keep the student home a couple more days to help unpack. The student does not start attending school until Thursday, September 18. The admission date for the student would be Thursday, September 18. If the original record was sent to ODE with a September 16 date, the district must update the Student Standing Record without closing the record and opening a new one. The September 16 date was in error and should not be reported to ODE as the Admission Date on any record.

Example 7.**Admission Date**

A student moves into the district over the summer and registers for school on June 22. The first day of the school year is August 26 and the student attends school on that day. The admission date can be June 22, August 26, or any date between these two dates as all dates between June 22 and August 26 are not days in session.

An admission date of August 1, 2008, is to be reported as 20080801.

If a student withdraws and returns to the district, an Admission Date is changed and the current student record should be closed. A new Student Standing Record must be opened and must contain the new date. If an error is found for an Admission Date, the date may be corrected without closing the record and opening a new one as long as all other rules regarding the Admission Date are followed.

Student Admission Reason Element

Record Field Number	FS080
Definition	Describes how the student arrived at the district.

Valid Options

- 1 Student Transferred from Home School in Ohio
- 2 Student transferred from out of state/out of country
- 3 Student transferred from a nonpublic school in Ohio
- 4 Student enrolling for the first time in Ohio public school/community school because of age (Preschool/Kindergarten)
- 5 Not enrolled in an Ohio public district or community school since 2003 for a reason other than listed above
- 6 Transferred from another Ohio public/community school
- 7 Not newly enrolled in this school district

Reporting Instructions. The *Admission Reason Element* must be reported for every reporting period that students are reported. Once entered, the *Admission Reason Element* remains the same for the entire duration of the student's enrollment within the district.

If an Admission Reason is changed that is not simply a data entry error, the current student record should be closed. A new Student Standing Record must be opened and must contain the new Admission Reason value.



☀ **Effective End Date Element**

Record Field Number	FS090
Definition	The last day, inclusive, that the set of all other values on this record are valid

Valid Options

CCYYMMDD Year, Month, Day
00000000 Still an open record (default)

Reporting Instructions. An Effective End Date other than 00000000 will be reported in two situations:

- When an element on the FS Record that causes the current record to close and a new record to be opened has a change in value, and
- When a student withdraws from the district.

In the first situation, a new FS Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student's District Relationship changes on November 10, 2008, the Effective End Date for the FS Record showing the prior District Relationship must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FS Record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective End Dates for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match, and a Withdrawal Reason must be reported on the FS Record.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.

☀ **Withdrawal Reason Element**

Record Field Number	FS100
Definition	The reason for the most recent withdrawal from the school district.

Valid Options

- ** **Not Applicable**, Default
Student did not withdraw and was not truant.
- 36 **Withdrew from Preschool**
Preschool student has withdrawn from the preschool program (for any reason).
- 37 **Withdrew from Kindergarten**
Kindergarten student has withdrawn because it has been deemed to be in the best interest of the student if he/she waits one more year until starting his/her kindergarten experience; may only be used by students with a grade level of KG.
- 40 **Transferred to Another School District Outside of Ohio**
Transcript request on file.
- 41 **Transferred to Another Ohio School District**
Local, Exempted Village, or City, transcript request on file.
- 42 **Transferred to a Private School**
Transcript request on file, i.e., Ed Choice students.

- 43 **Transferred to Home Schooling**
Superintendent's approval on file.
- 45 **Transferred by Court Order/Adjudication**
If Court has designated a public district other than yours as district responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.
- 46 **Transferred out of the United States**
- 47 **Withdrew Pursuant to Yoder vs. Wisconsin⁸**
- 48 **Expelled**
- 51 **Verified Medical Reasons**
Doctor's authorization on file.
- 52 **Death**
- 71 **Withdrew Due to Truancy/Nonattendance**
- 72 **Pursued Employment/Work Permit**
Superintendent Approval on file.
- 73 **Over 18 Years of Age**
- 74 **Moved**
Not known to be continuing.
- 75 **Student Completed Course Requirements**
Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.
- 99 **Completed High School Graduation Requirements**
Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements and took the appropriate statewide assessments required for high school graduation.

Reporting Instructions. Students reported as withdrawn during the Yearend (N) reporting period are not required to be reported in the following October (K) reporting period.

However, if a student withdrew over the summer (not previously reported as withdrawn in Year-end), then he/she should be reported in October (K) as withdrawn prior to the first day of the following school year.

Returning Withdrawals. In cases where a student was a dropout (withdrawal reasons 71-75) and returns the following reporting period, the district no longer reports the previous year withdrawal date and reason during the current reporting period. The Department will review the prior period's data to adjust the district's dropout rate and not count the student as a dropout.

Reasons Not to Withdraw. In situations where the Legal District of Residence is not providing instruction, but another Ohio public school district (another Ohio public school district includes exempted village, city, local, community schools, JVSD, post-secondary institution, ESC, and DYS) is, the student is not withdrawn from the Legal District of Residence. Examples include, but are not limited to, Open Enrollment, Special Education Cooperative Agreement, Superintendent Agreement, etc.

⁸ Only use for 8th grade students.

Court-Placed Students in a Home. Students who are court-placed in a home (foster care, group home, juvenile detention center, or other residential facility⁹) and are receiving instructional services from the district in which the home is located are not to be reported as withdrawn by the district of residence. The district in which the home is located enrolls the student. Once the student is released from the home, the district in which the home is located reports the student as withdrawn back to the resident district with the appropriate 40-52 option.

JVSDs and Career-Technical Centers. In situations where a student is attending a JVSD and/or contract career-technical center, both the resident/sending district and the career-technical district (JVSD or contract career-technical center) are required to report this element.

Graduating Students. Students who have completed course requirements for credit toward graduation and have passed the appropriate statewide assessments required for graduation are required to be reported with a withdrawal code of “99”.

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent’s agreement, grandparent’s legislation), at the time of graduation the resident district withdraws this student using a withdrawal code of “41”. In these cases, the resident district is not issuing a diploma to the student and therefore does not report the *Diploma Date Element* or *Diploma Type Element*. The *Effective End Date Element* is required to be reported by both districts and is reported with the date of the student’s last day of school.

It is the responsibility of the district issuing the diploma to report the withdrawal code of “99” and to complete the *Diploma Date Element*, *Diploma Type Element*, and *Withdrawal Date Element* for these students.

When a student is attending a JVSD, ESC, or Post-Secondary Institution, because the resident district is issuing the diploma, the resident district is responsible for reporting the graduating student with the “99” *Withdrawal Reason Element*, the *Diploma Date Element*, *Diploma Type Element*, and *Effective End Date Element*. When a student attends a JVSD, the JVSD is responsible for reporting the *Effective End Date* and the *Withdrawal Reason Elements*.

Dropout Students. Only withdrawal codes “71-75” are included in the dropout counts used to calculate the graduation rate for districts. When a withdrawal code of “71-75” is reported in the *Withdrawal Reason Element*, the option “DR” is required to be reported in the *Grade Level Next Year Element* for that student.

Withdrawal code options “40-52” and “99” are not included in the district’s dropout count.

Similarly to the graduating student reporting instructions, when a student is a dropout it is the responsibility of the district that would have issued the diploma to report the appropriate dropout code.

In situations where a resident student attends a different district 100% of the time (such as open enrollment, superintendent’s agreement, grandparent’s legislation) at the time of a student dropout, the educating district reports the student with a withdrawal code of “71-75”. In these cases, the resident district reports the appropriate “41” withdrawal code.

⁹ “Home” does not include the Department of Youth Services.

When a student is attending an ESC or post-secondary institution, because the resident district would have issued the diploma had the student not dropped out, the resident/educating district is responsible for reporting the dropout student with the appropriate “71-75” withdrawal code, the *Diploma Date Element*, the *Diploma Type Element*, and the *Effective End Date Element*.

In most cases, when a student drops out of a JVSD, both the JVSD and the resident district are responsible for reporting the dropout information. However, if a student is expelled from the JVSD, his/her resident district may or may not expel him/her. In this situation, the JVSD is responsible for reporting the student expulsion (as “expelled”) and the resident district reports the appropriate withdrawal code depending on whether the student is or is not also expelled from the resident district.

Reporting a GED Student. Ohio law does not recognize the GED as an Ohio graduation diploma. Therefore, a student who receives a GED instead of an Ohio graduation diploma is not considered a graduate and is not counted in the graduation rate. The GED is offered through the Adult Education system. He/she must exit the K-12 education system in order to pursue a GED. When this happens, the district is required to withdraw the student. The student is exiting the district without receiving an Ohio diploma and is therefore considered a dropout. These students are to be reported with the appropriate dropout code (“71-75”).

Withdrawing a Kindergarten Student. If a kindergarten student is withdrawn from school by parental choice because the parent feels that the student is not developmentally ready for kindergarten, and the student is not withdrawn in order to attend another district, the district should use option “37” to withdraw the student.

Educational Choice Scholarship Pilot Program. Non-special education students who have been granted scholarships and participate under this program are to be withdrawn from the public school using code “42”.

Special education students with disabilities who are participating in this program are to be reported per the instructions for special education students attending a non-public school.

Table 4. Reporting Options Withdrawal Element

REF #	Reporting Entity	Reporting Situation	Withdrawal Codes NOT Counted as Dropouts	Withdrawal Codes that ARE Counted as Dropouts
1	Legal District of Residence	Student is no longer a legal resident of your district AND is not being educated by your district	40, 41, 45, 46 REF: 39	71, 72, 73, 74, 75 REF:40
2	Legal District of Residence	Student is still a legal resident of your district BUT is longer being provided instruction /services by a public school district	36, 37, 42, 43, 47, 48, 51, 52 REF: 39	71, 72, 73, 74, 75 REF:40
3	Educating District	Your district WAS providing instruction to a student who is NOT a resident of your district but YOUR district is NO LONGER providing instruction or services to the student	40, 41, 42, 43, 45, 46, 47, 48, 51, 52 REF: 39	71, 72, 73, 74, 75 REF:40
4	Legal District of Residence or Educating District	Student has completed graduation requirements	99 REF:40	NA

Students Attending a Community School. Students who leave/dropout from a community school and do not return to the resident district for instruction should be reported with the appropriate dropout code “71-75”.

When a resident student transfers to a community school, the resident district should follow the normal withdrawal procedure; withdraw the student using the appropriate withdrawal date and a withdrawal code of “41”.

If the student returns to the resident district, the resident district should use the same procedure and coding that they would use for any student returning to the district.

Department of Youth Services Reporting. Students who leave/dropout from DYS and do not return to the resident district for instruction are to be reported in the following manner.

- DYS reports the appropriate dropout code “71-75”
AND
- Legal District of Residence withdraws the student and reports a withdrawal code of “45”.

Open Enrollment Reporting. Students who open enroll into another Ohio public school district, dropout during the year, and do not return to the resident district for instructional purposes should be reported in the following manner

- Resident school district reports the student with a withdrawal code of “41”
AND
- The district in which the student was open enrolled reports the student with one of the following withdrawal codes “71-75”, as appropriate to the student.

If a Withdraw Reason is entered, the current student record should be closed. No new record needs to be opened for this student by this reporting district since the use of a Withdraw Reason indicates that the student is terminating the relationship with this district.

☀ **State Student ID (SSID) Element**

Record Field Number	FS110
Definition	The state assigned unique identifier.

Valid Option

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. This is required for all students.

If the SSID is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new SSID.

☀ **Student Percent of Time Element**

Record Field Number	FS120
Definition	The average percent of time, for the week, that the student participates in any instruction provided by a certified/licensed employee.

Valid Options

000-100

Reporting Instructions. The following are general guidelines to follow when reporting the *Student Percent of Time Element*. Calculate the percent of time based upon the time that the student was actually enrolled in the district during the timeframe of the Student Standing Record. For the Yearend reporting period, use the last full week of school or the last week the student was enrolled. For changes between these dates, use the first full week with the new student schedule for the percent of time reported on the new open record.

Include the following in the student percent of time:

- The amount of time the student is educated by employees of the reporting district.
- The amount of time the student is educated by contracted employees of the reporting district (with the exception of time spent receiving instruction through contract career-technical instruction).
- The amount of time in which the student, enrolled in the reporting district, is educated by staff employed by an ESC. This does not apply to preschool students.

Additionally, student percent of time includes the time the student is educated at entities other than the reporting district in the following situation.

- The reporting district is providing instructional services to students placed in a “Home” (i.e., institution, Juvenile Detention Center, etc.) within the reporting school district’s boundaries.

Do NOT include the Percent of Time in the following situations. Instead, report the percentage in the *Sent To Percent of Time Element* together with the Sent Reason and Sent to IRN fields.

- Instructional services for students with disabilities provided at chartered nonpublic schools, when placed in the nonpublic entity by the district as the most appropriate placement per the students IEP. These students are also reported with the 210038 program code. The Sent To IRN is the IRN of the non-public entity or “999999”.
- Services for students participating in the Autism Scholarship Program. These students are reported with the “AU” Sent Reason. The Sent To IRN is the appropriate IRN or “999999” if that IRN is not known.
- Post-secondary institutions

Do NOT include in the *Student Percent of Time Element* or the *Sent To Percent of Time Element* the amount of time the student spent/is educated by the following entities.

- County Boards of Mental Retardation and Developmental Disabilities (MRDDs)
- Entities providing contracted career-technical instruction
- A Pilot Program site

Student percent of time for students attending State Schools for the Blind and Deaf (OSB, OSD), or Department of Youth Services (DYS) are to be reported in the following manner.

- The OSB, OSD, or DYS each report the percent of time the student is being educated by an employee or contracted employee of the OSB, OSD, or DYS.
- The district sending the student to the OSB, OSD, or DYS reports the percent of time the student is being educated by an employee or contracted employee of the sending district. Most of the time the student percent of time will be 0% in this case.

Student percent of time for those students attending a JVSD are to be reported in the following manner.

- The JVSD reports the percent of time the student is being educated by the JVSD.
- The sending district reports the percent of time (if any) the student is being educated by the sending district.

The student percent of time should be provided as a whole number. For a full-time student, 100 should be entered, while 050 should be reported for a half-time student. If a student attends more than one district, then each district reports the amount of time, in the *Student Percent of Time Element*, the student spends at their district in relation to the total school day for the student.

Example 8.**Student Attending Multiple Districts**

If a student spends 2 hours at District A and 4 hours at District B each day, then District A should report 33% and District B should report 67%.

Example 9.**Student Attending Multiple Buildings within the Same District**

Students are transported by bus, from several buildings within the same district, to a building housed within that district, for some type of program (i.e., gifted) for one day of the week, every week. Students are spending 80% of their time at one building and 20% of their time at the other building. The building IRN for each student should be the IRN of the building in which they spend the majority of their time. In this example, it would be the building IRN where they are 80% of the time. This is because the building IRN is a district-level element. Actually, the student spends 100% of his/her time within the same district.

Reporting Kindergarten Percent of Time. Below are general guidelines for reporting the percent of time for a student enrolled in kindergarten.

Table 5. Reporting Kindergarten Percent of Time

Number of Hours per Week	Student Percent of Time
More than 12.5 hrs and less than or equal to 17.5 hrs	50% - 69%
17.6 – 24.9	70% - 99%
25 hours or more	100%

Reporting Preschool Student Percent of Time. The *Student Percent of Time Element* is to be coded as 50% if the student attends less than 19 hours per week. The *Student Percent of Time Element* is to be coded 100% if the student attends 20+ hours per week.

Table 6. Reporting Preschool Percent of Time

Number of Hours per Week	Student Percent of Time
Less than 19 hours per week	50%
20+ hours per week	100%

Reporting Post-Secondary Educational Option Percent of Time. As a general guideline, a district with a student who attends a Post-Secondary Enrollment Option (PSEO) only (meaning the student does not attend a JVSD or Contract Career-Technical) is to report the percent of time that the district is educating the student.

For instance, if the student is attending a PSEO 100% of the time, then the district reports 0% in the *Student Percent of Time Element*, Sent Reason “PS”, and 100 in *Sent to Percent of Time Element*. Then ODE knows that the student is a PSEO student and through the funding calculations funds the district at 100% FTE for that student. See the tables below.

Example 10.

Student attends post-secondary institution ONLY.

	Student Percent of Time at Each Entity	Each Entity Reports during October	Sent Reason	Sent To Percent of Time
Resident District	0%	0%	PS	100%
Post-Secondary	100%	Not reported in EMIS	Not reported in EMIS	

Example 11.

Student is educated at resident district and post-secondary institution.

	Student Percent of Time at Each Entity	Report During October (K)	Sent Reason	Sent To Percent of Time
Resident District	20%	20%	PS	80%
Post-Secondary	80%	Not reported in EMIS	Not reported in EMIS	

If a Student's Percent of Time changes, the current student record should be closed. A new Student Standing record must be opened and must contain the new Student Percent of Time.


Tuition Type Element

Record Field Number	FS130
Definition	This element defines the manner in which the student is paying tuition to the reporting district.

Valid Options

- D Direct pay tuition student
- N Non-tuition student (default)
- T Tuition student

Reporting Instructions. This element is used whenever a student is enrolled in the reporting district by way of a tuition payment. The student may be a resident of another Ohio traditional public school district or attending from an out-of-state school district.

When this element is used, the reporting district should enter a How Received value of "*" and not enter a How Received IRN value. The Resident IRN will provide the connection to the district from which the student came.

If the Tuition Type is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new Tuition Type.


District Relationship Element

Record Field Number	FS140
Definition	The educational relationship between the student and the district.

Valid Options

- 1 The student is receiving instruction, in whole or in part, from the reporting district
- 2 The student is receiving services but no instruction from the reporting district
- 3 The student is receiving neither services nor instruction from the reporting district but the reporting district has an obligation to submit data on the student in EMIS

Reporting Instructions. There must be a value of “1”, “2”, or “3” submitted for each student record.

If the student is being instructed by the reporting district, the value of this element should be “1” even if the reporting district is also providing services. “1” should also be used if the student is being educated in a private facility, at district expense, and for students receiving instruction from staff reported as contracted from another EMIS reporting entity (i.e., reported via contract staff job records per Appendix A). In general, any student with a percent of time greater than zero in the *Student Percent of Time* and/or *Sent To Percent of Time Elements* will be reported with a “1”. Exceptions include students in the Autism Scholarship Program, who will be reported with a “3”.

If the student is receiving no instruction from the reporting district, but is receiving services, the value of this element should be “2”. Services, in this context, include activities such as related services only for students with disabilities, Title I services only, career assessment services only, and preschool students evaluated for special education as part of their Part C to Part B transition, found to be ineligible, and not otherwise attending the district. If a student is only receiving transportation services and has no other relationship with the district, they are not reported in EMIS, and therefore would not be reported with a “2”. Students reported with a “2” will have zeros reported in the percent of time elements and will not have any courses reported.

If the student is receiving neither instruction nor services from the reporting district but the district has a fiscal or other responsibility for submitting the student record, this value should be “3”.

“3” should only be used if neither “1” nor “2” apply. “2” should only be used if “1” does not apply.

If the District Relationship is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new District Relationship value.

 **Legal District of Residence Element**

Record Field Number	FS150
Definition	The six-digit IRN number of the city/municipal, local, or exempted village school district in which the parent(s) is a resident, if residing in-state.

Valid Options

- Six-digit IRN Valid district IRN

Reporting Instructions. If the parent(s) resides out-of-state or is deceased and the student resides in-state with a guardian, then report the guardian’s district IRN.

A student who resides out-of-state with a parent(s), a guardian, or alone, is to have a “999999” reported as his/her *Legal District of Residence Element*.



A student who lives alone in-state is to be reported with the school district IRN in which he/she resides in the *Legal District of Residence IRN Element*.

JVSDs and the DYS must report a city, local, or exempted village IRN of the district in which the student resides. In a tri-district reporting situation, the JVSD/DYS always reports the IRN of the “true” district of residence in the *Legal District of Residence Element*.

Example 12.

Tri-District reporting situations

A student is a resident of district “A”. He/she open enrolled into district “B”, and attended the JVSD. In this case, the JVSD reports the district IRN of district “A”.

A student who is living in a “home”, such as foster care, JDC (Juvenile Detention Center), or residential facility, the Legal District of Residence is based on where the parents resided at the time of placement, unless the court has designated another school district as financially responsible for the student.

Report the city, local, or exempted village district of residence IRN for nonpublic school students.

A student who is in a situation where parents have joint custody and reside in different districts, the Ohio Revised Code defines one parent as the custodial parent (ORC § 3313.64). The Legal District of Residence is where the custodial parent resides at the time of placement. The district that is educating the student should report the IRN where the custodial parent lives at the time of placement in the *Legal District of Residence IRN Element*.

District of Residence for Students with Disabilities. (District responsible for payment of tuition/excess cost)

- 1) The school district determined by the court under §2151.35 (B)(3) of the Ohio Revised Code, or the school district as determined by the probate court of the county in which the student resides. If the court fails to designate a school district of financial responsibility, then precede through items (2) and (3) below.
- 2) The school district in which the student’s parents reside, or last known to have resided.
- 3) If the school district specified in (2) above cannot be determined, the last school district in which the student’s parents are known to have resided if the parents whereabouts are currently unknown.
- 4) If the student receiving special education has a parent who is incarcerated in a correctional facility, juvenile residential placement, or residential facility in accordance with ORC §3313.65, **AND** for whom a tuition obligation has not been previously established, **AND** the other parent is not known to reside in Ohio, the school district in which the student’s parent¹⁰ resided at the time of such placement is responsible for tuition.

Grandparent Legislation. Effective July 20, 2004, HB 130 created two new conditions under which a grandparent can obtain “care, physical custody, and control” over a grandchild, without changing legal custody.

- The *first condition* occurs if the parent executes a Power of Attorney authorizing the grandparent full care, custody and control of a grandchild under the age of eighteen which allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.51 to 3109.62 of the Ohio Revised Code.

¹⁰ “Parent” may refer to natural or adoptive parent.

- The *second condition* occurs if the grandparent executes a Caretaker Authorization Affidavit due to an inability to locate the child’s parents or the existence of a custody order that prevents contact between the child and the parent. This condition also authorizes the grandparent full care, custody and control of a grandchild under the age of eighteen and allows the child to attend the district where the grandparent resides tuition free authorized by §§3109.65 to 3109.73 of the Ohio Revised Code.

In both of these cases the grandparents are considered the parent and the student is reported with a How Received code of “*” by the district where the grandparent resides.

The existing grandparent rule authorized by §3313.64 of the Ohio Revised Code remains unchanged. In this particular circumstance, a student under the age of twenty-two, who is in the custody of the parent(s), resides with a grandparent and does *not* require special education can attend the district where the grandparent resides tuition-free as long as the Boards of Education of both districts agree that good cause exists for such attendance. These students should continue to be reported in the *How Received Element* with the option of “7 – Non-resident residing with grandparent (per ORC §3313.64)”.

If a Resident IRN is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new Resident IRN. The change of the Resident IRN may also trigger a change in the How Received or Sent Reason elements and the Percent of Time.



Attending Building IRN Element

Record Field Number	FS160
Definition	The IRN of the building within the district that the student attends between the effective dates, inclusive, of the record being reported.

Valid Options

Six-digit IRN Valid building IRN within the reporting district

Reporting Instructions. The Attending Building IRN should be that of a building within the hierarchy of the reporting district. It should be the building in which the student was enrolled during the duration of the record being reported.

If the student is simultaneously educated in more than one building within the reporting district, only one building should be reported. If the student spends the greater majority of the day in one building, that IRN should be used for the record. If the student spends an equal amount of time in different buildings, the IRN should be the one determined by district policy.

If there is a change in the Attending Building IRN, the existing record for the student should be closed. A new Student Standing record must be opened and must contain the new Attending Building IRN.

If a student maintains the same relationship to the district but the Attending Building IRN is changed because of a student’s transfer within the same district, the new building the student is now attending must be in the hierarchy of the reporting district. This is a situation in which there is not a break in enrollment within the district. When determining effective dates and attendance and absence days for the records, the district must apply its local attendance policy addressing missed days for attendance days in the district calendar when the student was present in neither building. There should be no change in the student *How Received* or *Sent Reason Elements* since they define a relationship between districts and not between buildings.

If the building change is a result of the student's withdrawal from the district, the current record should be closed by recording a value in the *Withdraw Reason Element*. In such a case, no new record will be opened.



☀ **Assigned Building Area IRN Element**

Record Field Number	FS170
Definition	The IRN of the building the student would normally attend according to the standard district attendance policy

Valid Options

Six-digit IRN *****	Valid building IRN within the reporting district Default
------------------------	---

Reporting Instructions. This element will be reported with a non-default value (a value other than “*****”) only if it is different from the Attending Building IRN. This IRN is the IRN of the building that the student would normally attend according to district policy, i.e., attendance area. It would be used when the student, for some reason, is attending the building of the Attending Building IRN instead of the building to which the student would have been assigned.

If the Assigned Building Area IRN is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new IRN.

☀ **How Received Element**

Record Field Number	FS180
Definition	How the student arrived at the district.

Valid Options

- * **Not Applicable**
No other code applies, e.g., Student is a resident of the district and, if a preschool student, is receiving neither instruction nor services from the resident district.
- 2 **In-state, non-resident, career-technical contract student**
Also use for Career-Technical contract Special Education students.
- 3 **In-state, non-resident, non-tuition, non-contract student**
Unauthorized student
- 6 **In-state Student Attending Nonpublic School**
Students reported with this student status code must also be reported with the appropriate Title I or Special Education program code(s)
- 7 **Non-resident Student Residing with Grandparent**¹¹ [Ref page 40](#)
- 8 **Non-resident Student in his/her Senior Year**¹¹
- 9 **Non-resident, Open Enrollment Student: Inter-District**
- A **Non-resident Student -Parent is a District Employee**¹¹
- B **Non-resident Student Attending a Special Education Program**
This includes students attending special education cooperative programs. These are not court placed students. Contract Career-Technical Special Education Students should be reported with How Received “2”
- C **Foster Placed Student or Court Placed Student with Relative**
Students who are placed in foster care or placed by court with a relative. This in-

¹¹ ORC 3313.64

cludes court-placed students with and without disabilities. Also use for resident students who are court-placed within the resident district.¹²

E	<p>Preschool ECE Early Education of the Handicapped/Early Childhood Education Grant</p> <p>Student is enrolled in an ECE program offered by the Local Education Agency (LEA). ECE is a preschool program designed to serve primarily 3-4 year-old children from income eligible families.</p>
F	<p>Student receiving Career Assessment Services Only</p> <p>Not enrolled in district, public student receives career assessment services only.</p>
G	<p>Preschool Federal Head Start</p> <p>Student is enrolled in a Federal Head Start program offered by the Local Education Agency (LEA). Federal Head Start is a preschool program primarily designed to serve 3-4 year-old children from income eligible families.</p>
I	<p>Student receiving non-instructional, supplementary or related services</p> <p>The ESC, in the case of preschool students, or district is providing non-instructional support, supplementary, or related services to a resident or non-resident student. Examples include participation in special education related services. Do not use when the student is placed in a local/county institution for the neglected or delinquent.</p>
J	<p>Preschool Early Learning Initiative (ELI)</p> <p>Student is enrolled in an ELI program offered by the Local Education Agency (LEA). ELI is a preschool program primarily designed for full-day full year services for children from income eligible families.</p>
M	<p>Student Attending Community School¹³</p>
N	<p>Preschool Other Funding</p> <p>A preschool student who is receiving instruction but is not enrolled in an ELI, ECE, or the Federal Head Start Preschool Program. This includes, but is not limited to, locally funded preschool, preschool funded by parental payment, typically developing peers in a preschool special education unit funded course, and both itinerant and center-based instruction for students with disabilities.</p>
P	<p>Court-Placed Students, Excluding Foster Care</p> <p>ALL court ordered institutional¹⁴ placements other than foster care. These include students both with and without disabilities. Use for resident students who are court-placed within the resident district.</p>
S	<p>Superintendent Agreement for Students</p> <p>Non-resident student attending district based on District Superintendent agreement for the student well being¹⁵</p>
T	<p>Students Placed in Institutions, Non-Court Ordered</p> <p>All institutional placements that are not court ordered or foster care, such as those by parents. Also use for resident students who are placed in an institution within the district of residence.</p>
U	<p>Students Attending State supported schools (i.e., OSB, OSD)</p> <p>How Received “U” is only to be used by these special state supported schools:</p> <ul style="list-style-type: none"> • Ohio School for the Deaf • Ohio School for the Blind

¹² Students placed in foster homes must be reported in EMIS by all districts involved.

¹³ ORC §§3313.844, 3314.01-11.

¹⁴ Includes Juvenile Detention Centers, Jails, Residential Treatment Centers.

¹⁵ ORC §§3313.64.

- V **Pre-school, Evaluated Only, Found Ineligible**
Preschool student’s transition conference with disability suspected, found not to have disability, not enrolled for instruction.
- W **Non-resident – Attending under Title I Public School Choice**
Student is attending a district other than he/she normally would attend due to Title I public school choice (No Child Left Behind Act of 2001, PL 107-110, Section 1116).
- X **Direct enrollment at JVSD**
Student is directly enrolled in a JVSD and the legal district of residence for the student is in the jointure of the JVSD but the student does not enroll in the resident district, e.g., home-schooled student or student attending a non-public school.
- Y **Placed in DYS**
How Received “Y” is only to be used by Department of Youth Services (DYS)

Reporting Instructions. Only one of the above options can be selected per student. From the reporting district’s perspective, this element describes the rationale for the student being educated or receiving services at the reporting district. It must always be used with a *How Received IRN Element*, defining the district from which the student was received.

The How Received code should be used from the perspective of the district, not the building. If more than one How Received code can be applied in a given situation, the default is the resident district unless the How Received code is “C”, “P”, or “T”.

If a How Received/How Received IRN is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new How Received/How Received IRN. This change may also trigger a change in other elements such as Sent Reason and Percent of Time.

In order to meet federal reporting requirements for CTE, districts that educate contract career-technical special education students are required to report these students in the *How Received Element* with a “2”, instead of “B”. The resident/sending district reports the *How Received Element* with a “CT”. This will have no impact on funding, as the Disability Condition is used to identify students receiving special education services. Students receiving contracted special education services in regular districts should still be reported with *How Received Element* of “B”.

If a resident student is court-placed within his/her resident district (where parents reside), use “C” or “P” to indicate that the student has been court-placed. If a student is placed in an institution (not court ordered or foster care) placed within his/her resident district (where parents reside), use “T”.

In each of these instances, use the Resident IRN in the How Received IRN element.

The “X” How Received code replaces the 305125 program code used in fiscal years prior to FY09.

Reporting “How Received” for Preschool Students. Students in ELI, regardless of the resident district are to have “J” reported for the *How Received Element*. Students in ECE, regardless of the resident district are to have “E” reported for the *How Received Element*. Students in Federal Head Start, regardless of the resident district are to have “G” reported for the *How Received Element*.

Students in a specific preschool program (i.e., ELI, ECE, Head start) regardless of their resident district are to have the appropriate “*How Received*” option reported (i.e., “J”, “E”, “G”, or “N”). This

would include both preschool students with and without disabilities. Due to program requirements, a student can enroll in either “J”, “E”, or “G”. A student cannot be enrolled in more than one of these programs at a time. In addition, a student can be in either “J”, “E”, or “G” and also be receiving special education services.

If a student is enrolled in special education and ELI, then “J” is reported for the *How Received Element*. If a student is enrolled in special education and ECE, then “E” is reported for the *How Received Element*. If a student is enrolled in special education and Federal Head Start, then “G” is reported for the *How Received Element*.

Options “J”, “E”, and “G” are only valid for preschool students. These four options take precedence over reporting the type of entity.



☀ **How Received IRN Element**

Record Field Number	FS190
Definition	The entity from which a student is received.

Valid Options

Six-digit code Valid IRN
 ***** Default

Reporting Instructions. This element is the IRN of the district from which the student came. Unless a student is court-placed within its resident district or is not coming from a non-public school and only receiving non-instructional, supplementary, or related services, the IRN must be different than the reporting IRN.

Table 7.

How Received Value	How Received IRN Required	How Received IRN org Type Allowed
*	N	Not applicable
2	Y	Traditional, Community
3	N	Not applicable
6	Y	Non-public entity
7, 8, A, S	Y	Traditional
9	Y	Traditional
B	Y	Traditional
C, P, T	Y	Traditional
E, G, J, N	N	Not applicable
F	Y	Traditional, Community
I	Y	Traditional
M	N	Not applicable
U	Y	Traditional, Community
V	N	Not applicable
W	Y	Traditional
X	N	Not applicable
Y	Y	Traditional

If the How Received IRN is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new IRN.



☀ **Sent Reason 1 Element**

Record Field Number	FS200
Definition	Reason a student is sent to another district.



☀ **Sent Reason 2 Element**

Record Field Number	FS230
Definition	Reason a student is sent to another district if the student is sent to a second district

Valid Options

- TS Attending another district as a tuition student**
This does NOT include non-resident special education or court-placement
- CT Contract Career-Technical Education Participant**
- JV Joint Vocational School District Program Participant**
- ES Education Service Center Preschool program participant**
- PS Post-Secondary Enrollment Options Program Participant**
- MR MRDD program participant**
- OS State School (OSB or OSD) program participant**
- SE Public District Providing Special Education to the Student**
This does not include Educational Service Centers
- FP Departments of Youth Services or Rehabilitation and Corrections Facility**
that student is attending
- PI Proprietary Institution Program Placement**
- FC Foster Placement or Court Placed with a Relative**
- OE Attending another district via Open Enrollment**
- CI All Court-Ordered Institutional Placements other than foster care.**
This includes both students with and without disabilities
- 64 Attending another district per ORC §3313.64(F)(1)** (includes superintendent agreement, students following parent, residing with grandparent, senior attending, etc.)
- NI Non-Court-Ordered or Foster Care Institutional Placement**
Includes student placed in an institution by parent(s)
- CS Cleveland Scholarship and Tutoring Program Participant**
Students are only reported during the first year of participation in the program. (This option is only valid for Cleveland City School District.)
- T1 Title I Public School Choice Participant**
- AU Autism Scholarship Program participant**
- NP Non-public school placement at district expense**
- NA No Sent Reason code applies, default**
- PP Pilot Program Participant**

Reporting Instructions.

- In cases where a student is placed in a home (i.e., foster care, group home, juvenile detention center, or other residential facility), the district IRN in which the home is located is reported in the *Sent To IRN 1* or *Sent To IRN 2 Element*.
- If the students are sent to a Department of Youth Services (DYS) institution, then the resident/sending district reports the IRN of the DHS in the *Sent To IRN 1* or *Sent To IRN 2 Element*.
- In the case where a student is attending a chartered nonpublic school as part of the Cleveland Scholarship and Tutoring program (Only students in the Cleveland City School Dis-

trict are eligible for the Cleveland Scholarship and Tutoring Program.) the *Sent Reason 1* or *Sent Reason 2 Element* is reported with the option of “CS”.

4. Community schools are not permitted to be part of a “Jointure” with regards to JVSD/Career-Technical Education. Therefore, students enrolled in a community school who are attending a JVS are to be reported with a “CT” in the *Sent Reason 1* or *Sent Reason 2 Element*. Such students cannot be reported with a “JV”.

In addition, option “ES” is only valid for preschool students attending/receiving services from an employee of an ESC. School-age students are not to be coded with option “ES” in this element.

The *Sent Reason 1* and *Sent To IRN 1 Elements* should always be entered in tandem. If there is a *Sent Reason 1 Element*, the *Sent To IRN 1* should contain a valid IRN or “999999” when the entity does not have an IRN. Since a district may send a student to more than one alternative educational setting, the second set of elements allows such situations to be coded. The second set of elements should only be used if the first set of elements are already being used.

If a *Sent Reason 1* or *Sent Reason 2* is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new *Sent Reason* and *Sent To IRN 1* or *Sent Reason 2* and *Sent To IRN 2*. This change may also trigger a change in other elements such as the Percent of Time.


 NEW

Sent To IRN 1 Element

Record Field Number	FS210
Definition	The district to which a student is sent


 NEW

Sent To IRN 2 Element

Record Field Number	FS240
Definition	The district to which a student is sent if the student is simultaneously being sent to a second district

Valid Options

Six-digit code	Valid IRN
999999	Entity that is not part of an EMIS reporting entity and that has no IRN
*****	Default

Reporting Instructions. If the reporting district is sending the student for instruction or services to another entity, a valid value should be entered in the *Sent To IRN 1 Element*.

If sent to and EMIS reporting entity that has a district level IRN, use the district IRN instead of the IRN of a specific building in the district. If the student is being sent to an entity that does not have a valid OEDS IRN, the reporting district should enter “999999”.

Please note the difference between the use of “*****” and “999999”; “*****” should be used when the student is not being sent anywhere.

If the reporting district is sending the student for instruction or services to a second institution and has entered values in the *Sent To IRN 1 Element* for the first institution, a valid option should be entered the *Sent To IRN 2 Element*.

If a *Sent To IRN 1 Element* or *Sent To IRN 2 Element* is changed, the current student record should be closed. A new Student Standing record must be opened and must contain the new *Sent Reason 1 Element* and *Sent To IRN 1 Element* or *Sent Reason 2 Element* and *Sent To IRN 2 Element*. This change may also trigger a change in other elements such as the *Sent To Percent of Time*.

NEW

☀ *Sent To Percent of Time 1 Element*

Record Field Number	FS220
Definition	The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity.

NEW

☀ *Sent To Percent of Time 2 Element*

Record Field Number	FS250
Definition	The average percent of time, for the week, that the student participates in any instruction provided by an employee at a non-EMIS reporting entity.

Valid Options

001-100
000 Default

Reporting Instructions. The sum of the *Student Percent of Time Element* (FS120) and the *Sent to Percent of Time Elements* (both) for a student may not be greater than 100.

Sent to Percent of Time 1 Element must be used when the *Sent To IRN 1 Element* is a non-EMIS reporting entity and the time at that entity is not included in the regular *Student Percent of Time Element* (FS120).

This element, with a *Sent Reason 2 Element* and a *Sent To IRN 2 Element*, allows a reporting district to point to a second district to which they are sending a student. This element must be used when the *Sent To IRN 2 Element* is a non-EMIS reporting entity.

When a student attends both a JVSD and a post-secondary institution, one can be recorded using the *Sent Reason 1 Element*, *Sent To IRN 1 Element*, *Sent To Percent of Time 1 Element* and the other can be recorded using the *Sent Reason 2 Element*, *Sent To IRN 2 Element*, *Sent To Percent of Time 2 Element*. For the JVSD, the *Sent To Percent of Time Element* should be zero, since the JVSD is an EMIS reporting entity. For the post-secondary institution, the *Sent To Percent of Time Element* should reflect the amount of time the student is spending at that institution.

Example 13.

Student Attends Resident District, JVSD, and Post-Secondary Institution			
	Student Percent of Time at Each Entity	Element and number	Sent Reason
Resident District	10%	Student Percent of Time: 10%	
Post-Secondary	50%	Sent To Percent of Time 1: 50%	Sent Reason 1: PS
JVSD	40%	Sent To Percent of Time2: 0%, 40% is reported when the JVSD submits its data	Sent Reason 2: JV
Total Student % of Time	100%	Resident District Record: 60% JVSD Record 40%	

Example 14.

Student Attends both a JVSD and Post-Secondary Institution			
	Student Percent of Time at Each Entity	Element and value	Sent Reason
Resident District	0%	0%	
Post-Secondary	50%	Sent To Percent of Time2: 50%	Sent Reason 2: PS
JVSD	50%	Sent To Percent of Time1: 0%--50% is reported by the JVSD	Sent Reason 1: JV
Total Student % of Time	100%	Resident District record 50%, JVS record 50%	

Example 15.

Student Attends Both a Contract Career-Technical and a Post-Secondary Institution			
	Student Percent of Time at Each Entity	Element and number	Sent Reason
Resident District	0%		
Post-Secondary	70%	Sent To Percent of Time1: 70%	Sent Reason 1: PS
Contract-Career Technical	30%	Sent To Percent of Time2: 0%-30% is reported by the Contract Career Entity	Sent Reason 2: CT
Total Student % of Time	100%	Resident District record 70%, Contract Career record 30%	

If a student were to attend a post-secondary institution and another entity other than a JVSD or Contract Career-Technical, then follow the reporting instructions for the student who attends a JVSD/Contract Career-Technical and a PSEO, replacing the JVSD/Contract Career-Technical with the “other entity” and use the appropriate Sent Reason.

If any Percent of Time is changed, the current student record should be closed. A new Student Standing Record must be opened and must contain the new Percent of Time. The change of the Percent of Time may also trigger a change in other elements in this record, such as *How Received* or *Sent Reason Elements*.

Attendance Days

General Information. Attendance counts are required to be submitted by any district in which the student had even a single day of enrollment. The time frames vary in each reporting period.

There are nine elements of the Student Standing Record that count the number of days of attendance or absence. There is a set of attendance, excused, and unexcused elements to be used specifically for October count week, for February count week, and for the period of time in which the standing of the student on the submitted record is in effect:

- October Count Week elements are to be used if the student was enrolled one or more days in the district during its October count week.
- February Count Week elements are to be used if the student was enrolled one or more days in the district during its February count week.
- School Year Attendance Days, Excused Absence Days, and Unexcused Absence Days are to be used for an enrolled student:
 - whenever a record is closed
 - at year end

Reporting School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days:

- For year end reporting, counts should be included on all records, open and closed, that are submitted for enrolled students. The first day counted should be the Effective Start Date of a record or the first school day of the building in which the student is enrolled, whichever

comes later. The last day counted should be the last day of school for the building in which the student is enrolled. The total number of days for all of the records, when added together, should equal the number of days that the student was enrolled in the reporting district during the entire school year.

- For any other reporting cycle, the School Year Attendance Days should be calculated for closed records only and should reflect the time in which the elements in the record were in effect. They should encompass the span of time between, inclusively, the Effective Start Date and the Effective End Date. If the Effective Start Date is before the first day of school, the first day of school for the building in which the student is enrolled should be the first day counted.

Reporting Attendance Days in October. If the student's enrollment includes any days from the first through the last day of the district's count week, the district should report the record with the October Count Week Attendance Days, October Count Week Excused Absence Days, and October Count Week Unexcused Absence Days. The district should not report School Year elements unless the record is closed.

If the student's enrollment is prior to and does not include the first or any subsequent days of the district's October count week, the district should report the record with an Effective End Date before the first day of the district's October count week and include all of the School Year days within the current school year's first day of school and Effective End Date range. There would be no values in the October Count Week days.

If the student's enrollment includes the first day of the district's October count week but terminates before the last day of the district's October count week, the district should report the record with an appropriate Effective End Date and include all of the School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days within the current school year's first day of school (or the Effective Start Date if later) and Effective End Date range. It should also include the October Count Week Attendance Days, October Count Week Excused Absence Days, and October Count Week Unexcused Absence Days for the duration of the time the student was in the district during the October count week.

Example 16.

A student stays within the district and attends South Elementary School through the first semester, not changing the relationship with the district in any way during this time. South Elementary School's count week is October 1 through October 5. The first day of the school year for South Elementary is August 20. The record would contain:

Element Name	Value
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	00000000
<i>School Year Attendance Days Element</i>	000.00
<i>School Year Excused Absence Element</i>	000.00
<i>School Year Unexcused Absence Element</i>	000.00
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>October Count Week Attendance Days Element</i>	actual number of days
<i>October Count Week Excused Absence Days Element</i>	actual number of days
<i>October Count Week Unexcused Absence Days Element</i>	actual number of days

Appropriate values should be used in all other elements on the record.

Example 17.

This is a student who started the school year at the same school, is enrolled through September 21, and then moves out of the district. The record would contain:

Element Name	Value
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	20080921
<i>School Year Attendance Days Element</i>	actual number of days
<i>School Year Excused Absence Element</i>	actual number of days
<i>School Year Unexcused absence Element</i>	actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>October Count Week Attendance Days Element</i>	0.00
<i>October Count Week Excused Absence Days Element</i>	0.00
<i>October Count Week Unexcused Absence Days Element</i>	0.00
<i>Withdraw Reason Element</i>	41

Example 18.

The same student attends school at South Elementary School since the first day of the school year, but the student switches to North Elementary on October 2. In this case, both a closed and an open record must be submitted.

The closed record would contain:

Element Name	Value
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	20081001 (last day at South)
<i>School Year Attendance Days Element</i>	actual number of days
<i>School Year Excused Absence Element</i>	actual number of days
<i>School Year Unexcused absence Element</i>	actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>October Count Week Attendance Days Element</i>	actual number of days at South
<i>October Count Week Excused Absence Days Element</i>	actual number of days at South
<i>October Count Week Unexcused Absence Days Element</i>	actual number of days at South

The student remains at North Elementary for the rest of count week, so the open record would contain:

Element Name	Value
<i>Effective Start Date Element</i>	20081002 (first day at North)
<i>Effective End Date Element</i>	00000000
<i>School Year Attendance Days Element</i>	000.00
<i>School Year Excused Absence Element</i>	000.00
<i>School Year Unexcused Absence Element</i>	000.00
<i>Attending Bldg IRN Element</i>	IRN of North Elementary School
<i>October Count Week Attendance Days Element</i>	actual number of days at North
<i>October Count Week Excused Absence Days Element</i>	actual number of days at North
<i>October Count Week Unexcused Absence Days Element</i>	actual number of days at North

Reporting Attendance Days in February

Note that the time frame for reporting these records begins with the first day of the school year. Closed records that were reported in October should also be reported in February.

If the student's enrollment includes any days from the first through the last day of the district's count week, the district should report the record with the February Count Week elements. Other than this change and dates in February count week, the examples for October above would all apply to February.

Example 19.

The February Count Week for South and North Elementary Schools begins February 5 and ends February 9. The student begins the school year at South Elementary and switches to North on the last day of the building's February Count Week.

Element Name	Value
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	20090208 (last day at South)
<i>School Year Attendance Days Element</i>	actual number of days
<i>School Year Excused Absence Element</i>	actual number of days
<i>School Year Unexcused Absence Element</i>	actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>Attendance Days February Count Week Element</i>	actual number of days at South
<i>Excused Absence Days February Count Week Element</i>	actual number of days at South
<i>October Count Week Unexcused Absence Days Element</i>	actual number of days at South

The student remains at North Elementary through the February reporting period, so the open record would contain:

Element Name	Value
<i>Effective Start Date Element</i>	20090209 (first day at North)
<i>Effective End Date Element</i>	00000000
<i>School Year Attendance Days Element</i>	000.00
<i>School Year Excused Absence Element</i>	000.00
<i>School Year Unexcused Absence Element</i>	000.00
<i>Attending Building IRN Element</i>	IRN of North Elementary School
<i>Attendance Days February Count Week Element</i>	1
<i>Excused Absence Days February Count Week Element</i>	0
<i>October Count Week Unexcused Absence Days Element</i>	0

Reporting Attendance Days at Yearend

For yearend, every student with whom the district had a relationship during any day from the first day of the current school year to the last day of the current school year must report one or more records with the School Year Attendance Days, School Year Excused Absence Days, and School Year Unexcused Absence Days.

If the student's relationship with the district is unchanged from the first day of the school year to the last day of the school year, only one record will be reported.

If the student will continue the same relationship with the district the following school year, the Effective End Date should not be entered. The attendance calculation should include days through the last day of school for the building the student was attending.

Example 20.

Using the situation of the first example for October, assuming this student is expected back in the district next year, this record at yearend would contain

Element Name	Value
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	00000000
<i>School Year Attendance Days Element</i>	actual number of days
<i>School Year Excused Absence Element</i>	actual number of days
<i>School Year Unexcused Absence Element</i>	actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School

Appropriate values should be used in all other elements on the record.

If the parent has already notified the district that the student is transferring to a district outside of Ohio after the last day of school, the record would look slightly different. The last day of school for South Elementary is June 6, 2009.

Element Name	Value
<i>Effective Start Date Element</i>	20080820
<i>Effective End Date Element</i>	20090606
<i>School Year Attendance Days Element</i>	Actual number of days
<i>School Year Excused Absence Element</i>	Actual number of days
<i>School Year Unexcused Absence Element</i>	Actual number of days
<i>Attending Building IRN Element</i>	IRN of South Elementary School
<i>Withdraw Reason Element</i>	40

Determination of Attendance Days

Determination of any attendance day is based upon the following factors:

1. Attendance days shall include in-school suspensions, school-sponsored field trips, and the number of days a student received instructional services from the school district while expelled or while serving an out-of-school suspension.
2. Pupils absent due to personal illness, legal excuse, religious holiday, illness in the home, truancy, or any other reason should not be counted as in attendance.
3. No pupils shall be counted as in attendance prior to the actual date of entry in the school. Any pupil permanently withdrawn from school shall not be counted in attendance after the date of such withdrawal.
4. To have a day counted as an attendance day, a student must be enrolled and in attendance that day or be on expulsion or suspension status and receiving instructional services from the school district.
5. The daily attendance for a student attending school less than full time, such as half-day kindergarten or preschool, may not exceed that portion of the day in which he/she is scheduled to attend. Fractional days (to two decimal places) are permitted. This includes students receiving instructional services for less than full time while expelled or during an out-of-school suspension.

One hour of home instruction with a tutor for a student with a disability condition is considered a day of attendance.

A student assigned to a half-day kindergarten or half-day preschool program is to be reported with half-days of attendance. The daily attendance for a student attending school less than full time may not exceed that portion of the day in which he is scheduled to attend.

Fractional days, up to two decimal places, may be reported.

There are a number of different schedules under which preschool programs (regular and special education) are operated. Therefore the calculation of the number of days in operation for each option varies. General guidelines as examples are provided below.

Example 21.

Reporting School-Age Students in Yearend

If the student percent of time is 20% and the student is enrolled in the district for 180 days, then the aggregate attendance and absence days would be equal to 36 ($20\% * 180 = 36$). The sum of the student attendance and absence days could not exceed 36 for the year as reported during the Yearend (N) reporting period. If the student percent of time is 50% and the student is enrolled in the district for 180 days, the aggregate attendance and absence days would be equal to 90.

Example 22.

Reporting Preschool Attendance in Yearend (N) Reporting

If the student percent of time is 100%, then the sum of attendance and absence days would be as follows.

Number of days in operation	Sum of attendance and absence days
4 full days per week	144
5 full days per week	180

Example 23.

Reporting Preschool Attendance in Yearend (N) Reporting

If the student percent of time is 50% and the student is in a state-funded public preschool program or a preschool special education program, the sum of attendance and absence days would be as follows.

Number of days in operation	Sum of attendance and absence days
4 half days per week	72
5 half days per week	90

Example 24.

Reporting Preschool Attendance at Yearend (N) Reporting

If the student percent of time is 50% and the student is only receiving itinerant preschool special education services (not enrolled in a center-based special education or other preschool program), then the student will have an aggregate absence and attendance for the year as follows.

Number of days in operation	Sum of attendance and absence days
Itinerant services	36

Excused Absence Days

General Information. These days are recorded in the October Count Week Excused Absence Days, February Count Week Excused Absence Days, or School Year Excused Absence Days depending on the reporting period and the context of the time frame of the record being submitted.

No student shall be counted as absent prior to the actual date of entry in the school. To have a day counted as an excused absence, a student must be enrolled and have been in attendance.

Any student permanently withdrawn from school shall not be counted as absent after the date of such withdrawal. The daily excused absence for a student who is attending less than full time may not exceed that portion of the day that he/she is scheduled to attend. A student assigned to a half-day kindergarten or half-day preschool program is to be reported with half-days of absence. The field will allow fractional days (two decimal places). When a district is using the option of adding time to the school day to make up calamity days in excess of 10, the additional time is considered a part of that school day and partial day absences should be in proportion to the entire day.

An excuse for absence from school may be approved on the basis of any one or more of the following conditions (Rule 3301-69-02 (3301-51-13 rescinded effective 9/23/06) of the Ohio Administrative Code):

- a. **Personal illness.**
The approving authority may require the certificate of a physician if he/she deems it advisable.
- b. **Illness in the family.**
The approving authority may require a written statement from a physician and an explanation as to why the child's absence was necessary.
- c. **Quarantine of the home.**
The absence of a child from school under this condition is limited to the length of quarantine as fixed by the proper health officials.
- d. **Death of a relative.**
The absence arising from this condition is limited to a period of three days unless a reasonable cause may be shown by the applicant child for a longer absence.
- e. **Medical or dental appointment.**
The approving authority may require a written statement from a physician or dentist and an explanation as to why the child's absence was necessary.
- f. **Observance of religious holidays.**
Any child of any religious faith shall be excused if his absence was for the purpose of observing a religious holiday consistent with his truly held religious beliefs.
- g. **Emergency or other set of circumstances.**
Circumstances which in the judgment of the superintendent of schools constitutes a good and sufficient cause for absence from school.
- h. **College visitation.**
The approving authority may require verification of the date and time of the visit by the college, university, or technical college.

NEW

School Year Attendance Days Element

Record Field Number	FS320
Definition	The actual number of days a student is in attendance during the current school year and between the effective dates on the record, inclusive.

Valid Options

000.01 – 366.00
000.00 default

Reporting Instructions. An attendance day can be considered a required attendance day when all students are required to be in attendance on the day in question. If only certain students who are making up attendance are required to be in attendance (i.e., make-up), then the attendance does not count. An attendance day should be counted when all students must be in attendance on the day in question. If there is a day on which only certain students are required to be in attendance (e.g., make-up), that day should not be included in the count.

School Year Attendance Days for a student are defined as the actual number of days the student was in attendance in the district OAC 3301-18-01(G)(1-5) during the time span of the record being submitted. At yearend, these days must encompass the first and last days of the student's enrollment at the district in the current school year. If there has been no change in the student's standing within the district during that time, this number will be counted on a single record and include the first and last day of school.

If there were changes to the student's standing in the same district during the year, there will be two or more records during the reporting period. When a record closes, School Year Attendance Days shall be the count of the student's days of attendance from the Effective Start Date to the Effective End Date, inclusive, of that specific record.

NEW

School Year Excused Absence Days Element

Record Field Number	FS330
Definition	The number of days the enrolled student was absent for excused reasons in the district for the current school year and between the effective dates on the record, inclusive.

Valid Options

000.01 366.00
000.00 Default

Reporting Instructions. At year-end, these days must encompass the first and last days of the student's enrollment at the district in the current school year.

If there has been no change in the student's standing within the district during that time, this number will be counted on a single open record. If changes have occurred, days will be split between one or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

NEW**School Year Unexcused Absence Days Element**

Record Field Number	FS340
Definition	The number of days the student was absent in the district during the current school year and between the effective dates on the record, inclusive, for any reasons not listed as excused, including truancy.

Valid Options

000.01	366.00
000.00	Default

Reporting Instructions. At year-end, these days must encompass the first and last days of the student's enrollment at the district during the current school year.

If there has been no change in the student's standing within the district during that time, this number will be counted on a single open record. If changes have occurred, days will be split between one or more closed records and one open record, assuming the student is still enrolled at the end of the school year.

NEW**October Count Week Attendance Days Element**

Record Field Number	FS260
Definition	The actual number of days a student is in attendance during October Count Week and between the effective dates on the record, inclusive.

Valid Options

0.01	5.00
0.00	Default

Reporting Instructions. Definitions and reporting instructions for School Year Attendance Days apply to the October Count Week Attendance Days. If there is no significant change in a student's data in the Student Standing Record, this is the actual number of days the student was in attendance during October count week.

If there is a significant change in a student's data and a new record is begun, the original record will count the days beginning with the first day of count week and will include the Effective End Date. If the significant change is not the withdrawal of the student from the district, the newly opened record will count the days from the Effective Start Date of the new record to the last day of the district's count week.

Example 25.**Reporting School-Age Students in October**

- If the student percent of time is 20%, then the student would have an aggregate of attendance and absence days for the week equal to one day.
- If the student percent of time is 50%, then the student would have an aggregate of attendance and absence days for the week equal two and half (2.5) days.

Example 26.

Preschool Student Attendance - October Reporting
 If the preschool student percent of time is 100%, then the student has an aggregate attendance and absence for the week dependent upon the days that the program is operated. See Reporting Kindergarten Percent of Time Table.

Table 8. Preschool Student Percent of Time 100%

Number of days in operation	Sum of attendance and absence days
4 full days per week (5 hrs per day or more)	4.0
5 full days per week (5 hrs per day or more)	5.0

If the student percent of time is 50% and the student is in a center-based preschool (regular or special education) program, the student will have an aggregate absence and attendance and for the week dependent upon the days that the program is operated.

Table 9. Preschool Student Percent of Time 50% (Center-Based Program)

Number of days in operation	Sum of attendance and absence days
4 half days per week	2.0
5 half days per week	2.5

If the student percent of time is 50% and the student is only receiving itinerant preschool special education services (not enrolled in a center-based special education, or other preschool program), then the student will have an aggregate and absence attendance for the week as follows.

Table 10. Preschool Student Percent of Time 50% (Itinerant Only)

Number days in operation	Sum of attendance and absence days
Itinerant services of at least 1 hour per week	At least 1.0



☀ October Count Week Excused Absence Days Element

Record Field Number	FS270
Definition	The number of days the enrolled student was absent for excused reasons in the district during October Count Week and between the effective dates on the record, inclusive.

Valid Options

0.01 5.00
 0.00 Default

Reporting Instructions. If there is no significant change in a student’s data in the Student Standing Record, this is the actual number of excused absence days during October count week.

If there is a significant change in a student’s data and a new record is begun, the original record will count the excused absence days beginning with the first day of count week and including the Effective End Date. Unless the significant change is the withdrawal of the student from the reporting district, the newly opened record will count the excused absence days from the Effective Start Date of the new record to the last day of the district’s count week.

NEW

☀ **October Count Week Unexcused Absence Days Element**

Record Field Number	FS280
Definition	The number of days the student was absent in the district during October Count Week and between the effective dates on the record, inclusive, for any reasons not listed as excused, including truancy.

Valid Options

0.01 5.00
0.00 Default

Reporting Instructions. If there is no significant change in a student's data in the Student Standing Record, this is the actual number of unexcused absence days during October count week.

If there is a significant change in a student's data and a new record is begun (i.e., the student did not withdraw from the reporting district), the original record will count the unexcused absence days beginning with the first day of count week through the Effective End Date. The newly opened record will count the unexcused absence days from the Effective Start Date of the new record to the last day of the district's count week.

NEW

☀ **February Count Week Attendance Days Element**

Record Field Number	FS290
Definition	The actual number of days a student is in attendance during February Count Week and between the effective dates on the record, inclusive.

Valid Options

0.01 5.00
0.00 Default

Reporting Instructions. Definitions and reporting instructions for School Year Attendance Days apply to the February Count Week Attendance Days. If there is no significant change in a student's data in the Student Standing record, this is the actual number of days the student was in attendance during February count week.

If there is a significant change in a student's data and a new record is begun, the original record will count the days beginning with the first day of count week through the Effective End Date. If the significant change is not the withdrawal of the student from the district, the newly opened record will count the days from the Effective Start Date of the new record to the last day of the district's count week.

NEW

☀ **February Count Week Excused Absence Days Element**

Record Field Number	FS300
Definition	The number of days the enrolled student was absent for excused reasons in the district during February Count Week and between the effective dates on the record, inclusive.

Valid Options

0.01 5.00
0.00 Default

Reporting Instructions. If there is no significant change in a student's data in the Student Standing Record, this is the actual number of excused absence days during February count week.

If there is a significant change in a student's data and a new record is begun, the original record will count the excused absence days beginning with the first day of count week through the Effective End Date. Unless the significant change is the withdrawal of the student from the reporting district, the newly opened record will count the excused absence days from the Effective Start Date of the new record to the last day of the district's count week.



February Count Week Unexcused Absence Days Element

Record Field Number	FS310
Definition	The number of days the student was absent in the district during February Count Week and between the effective dates on the record, inclusive, for any reasons not listed as excused, including truancy.

Valid Options

0.01 5.00
0.00 Default

Reporting Instructions. If there is no significant change in a student's data in the Student Standing record, this is the actual number of unexcused absence days during February count week.

If there is a significant change in a student's data and a new record is begun (i.e., the student did not withdraw from the district), the original record will count the unexcused absence days beginning with the first day of count week through the Effective End Date. The newly opened record will count the unexcused absence days from the Effective Start Date of the new record to the last day of the district's count week.

2.3.3 STUDENT ATTRIBUTES – EFFECTIVE DATE RECORD (FD)

General Guidelines

This is a new record type for FY09. Many elements on this record were reported on the Student Demographic (GI) and Student Attendance (GK) records in FY08. A few new elements have been added.

Report at least one Student Attributes – Effective Date Record for each student reported in EMIS. For students who have changes in elements reported on this record, multiple records may be required. The open/closed concept related to the Student Standing (FS) record also applies to this record. Please see the discussion in the general guidelines of that record for additional information.

As with the FS record, closing an FD record requires opening a new FD record with an Effective Start Date of the next calendar day unless closing the FD record was due to a student withdrawing as reported on an FS record. In this case, the Effective End Date for both records must match, but in general, a change that would cause an FS record to close and a new FS record to open would not also cause an FD record to close and a new FD record to open. FS and FD records with matching Effective Start Dates will usually occur when a student is admitted into the district.

The reporting time frame for the FD record is identical to the reporting time frame for the FS record, with one important exception. If a student enrolled in a district during October Count Week has a change in his or her disability condition between the end of October Count Week and December 1, an FD record reflecting that change must be reported during the October reporting period. Districts may report updated FD records that reflect changes to all elements through the end of the October reporting period, but reporting the changes to disability condition through December 1 is mandatory.

The data that comes to ODE in each record should reflect element values that are true for the student during the time frame between the Effective Start Date and the Effective End Date, inclusive, of the Student Attributes-Effective Date record. These data should not extend into future potential changes to the student’s data. No element in the record should contain projected values.



Elements Added to Record

- *Effective End Date Element*
- *Effective Start Date Element*
- *Foreign Exchange Student Graduation Plan Element*
- *Immigrant Status Element*

Student Attributes- Effective Date Data Elements

The following portion of this section discusses each of the data elements within this record. The elements are organized alphabetically.

☀ Attendance Pattern Element

Record Field Number	FD100
Definition	The pattern of attendance which a student attends on a weekly basis.

Valid Options

- | | |
|----|---------------------------|
| FE | Full Day, Every Day |
| FO | Full Day, Every Other Day |
| HE | Half Day, Every Day |
| HO | Half Day, Every Other Day |
| AS | Alternative Schedule |
| NA | Not Applicable |



Reporting Instructions. This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Report the option that best describes the attendance pattern for each preschool or kindergarten student receiving instructional services in the reporting district.

The “NA” option can be reported for students in grades 1-13 and 23. It may also be reported for preschool and kindergarten students who are reported by the district but are not receiving any instructional services.

The “AS” option is only to be reported for kindergarten students who attend on an alternative schedule more than 12.5 hours per week and less than 25 hours per week. This option should only be reported for a preschool student when he/she does not fit one of the other options. Attendance Pattern option HO Half Day, Every Other Day is not valid for Kindergarten.

Kindergarten Operating Standard Requirements. One day is equivalent to 5 hours of instructional time. Per the Operating Standards, kindergarten students are required to attend 180 days at 2.5 hours per day (or 90 days at 5 hours per day), or an equivalent of 450 hours per year.

 **Disability Condition Element**

Record Field Number	FD130
Definition	Describes the disability of a student at or below 22 years of age who has been officially identified with a disability by an ETR (Evaluation Team Report), an IEP (Individualized Education Program), and one of the valid disability condition options.

Valid Options

- ** Not Applicable
- 01 Multiple Disabilities (other than Deaf-Blind)
- 02 Deaf-Blindness
- 03 Deafness (Hearing Impairment)
- 04 Visual Impairments
- 05 Speech and Language Impairments
- 06 Orthopedic Impairments
- 08 Emotional Disturbance (SBH)
- 09 Cognitive Disabilities (Formerly Mental Retardation or Developmentally Handicapped)
- 10 Specific Learning Disabilities
- 12 Autism
- 13 Traumatic Brain Injury (TBI)
- 14 Other Health Impaired (Major)
- 15 Other Health Impaired (Minor)
- 16 Developmental Delay

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

City, local, and exempted village school districts, community schools and Joint Vocational School Districts (JVSDs) are required by the Individuals with Disabilities Education Act (IDEA) and chapter 3323 of the Ohio Revised Code (ORC) to report data for students with disabilities who are receiving special education and related services in accordance with an IEP. The data reported are used to determine the amount of Federal Special Education Part-B IDEA grant funds (formerly VI-B), special weighted funding and also for State Preschool Unit funding for districts.

Students not identified with a disability should be reported with an “***”.

Any student reported with a Disability Condition of “16” must be a preschool student (grade level PS). All kindergarten students regardless of age are to be reported with any disability condition not equal to “16 Developmental Delay”.

IEPs prepared by public and community schools must be completed and signed by the Federal Child Count date [usually December 1] in order for the student to be eligible for weighted funding and preschool unit funding.

If a student is enrolled in a district during the October Count Week and has an IEP that goes into effect after October Count Week (i.e., November 30 is the effective IEP date) but on or before the Federal Child Count date [usually December 1], then the district would need to make sure their October (K) database shows both a closed FD record as of the day before the disability condition changed, and a new FD record with an Effective Start Date of the day the disability changed and an updated *Disability Condition Element* to reflect the disability condition on the effective IEP. This student may have already had a disability condition, in which case the new disability condition is reported in October (K) AND December (M), or the student may not have had a disability condition prior to November 30, in which case the appropriate disability condition would be reported in October (K) and in December (M) reporting periods.

For February (C) reporting, report the status as it is the last day of February Count Week.

If a school age student was *not* enrolled during October Count Week (for example, enrolled on November 7), then he/she would not be funded during October (K) reporting, but would be funded in the December (M) and February (C) reporting periods.

Preschool students, who are not enrolled during the October Count Week but have enrolled, and have not withdrawn, by December 1, are to be reported during the October (K) reporting period with at least one day of attendance. Students with a grade level of PS, are enrolled, and have not withdrawn by December 1 are not excluded from the October aggregations and this data does come through to ODE during October.

Autism Scholarship Program. All students, including preschool students, who participate in the Autism Scholarship Program, are required to be reported with a disability condition during the October (K), December (M), February (C), and Yearend (N) reporting periods. For additional information about reporting students participating in the Autism Scholarship Program, please see the Autism Scholarship Program instructions in the Reporting Student Data section of Chapter 2.

☀ **Disadvantagement Element**

Record Field Number	FD110
Definition	Identifies the student who meets the definition of economic and/or academic disadvantagement.

Valid Options

- * Not Applicable
- 1 Economic Disadvantagement
- 2 Academic Disadvantagement (reported for career-technical students only)
- 3 Both Economic and Academic Disadvantagement (reported for career-technical students only)

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

This element must be reported for all students in grades PS-12 and should indicate if the student meets the definition of Economic Disadvantagement, or in the case of career-technical students meets the definition(s) of Economic and/or Academic Disadvantagement.

If *Preschool Poverty Level Element* is submitted for a preschool student, then the *Disadvantagement Element* must also be reported.

Note. Districts/buildings that use Provision 2 or 3 of the school lunch program are to code all students in the building/district as 1-Economic Disadvantagement, even though the student may not be income eligible.

Economic Disadvantagement Reporting Instructions. Students who meet any of the following conditions must be reported as Economically Disadvantaged in the *Disadvantagement Element*:

- **Eligibility for Free or Reduced-Price Lunch.** Students who are known to be eligible to receive the free or reduced-price lunch; a program through the United States Department of Agriculture (U.S.D.A) National School Lunch Program. Eligibility for free or reduced-price lunch can be determined through a variety of methods including the electronic direct certification process or completion by a parent or guardian of a free and reduced-price lunch application. A student with an approved application on file for a free or reduced-price lunch is qualified to be reported to ODE as economically disadvantaged.
- **Resident of a Household in which a Member is Eligible for Free or Reduced-Price Lunch.** Students who have not submitted an application for free or reduced-price lunch or who have not been directly certified as eligible but reside in a household in which a member (e.g., sibling) is known to be eligible for free or reduced-price lunch via an approved application or through direct certification.
- **Public Assistance.** Students who are known to be recipients of or whose guardians are known to be recipients of public assistance. A source for determining whether a student’s family is receiving public assistance is the Education Monetary Assistance Distribution (EMAD) system.
- **Title I Application.** Students whose parents or guardians have completed a Title I student income form and meet the income guidelines specified.

To be eligible for free lunch, a student’s family income must be at or below 130% of the federal poverty level. To be eligible for reduced-price lunch, a student’s family income must be at or below 185% of the federal poverty level. The income guidelines for free and reduced price meals are updated annually and published by the United States Department of Agriculture (U.S.D.A.) and the Ohio Department of Education, Office of Safety, Health, and Nutrition.

Family income figures are derived from federal poverty guidelines as reported in the Federal Register. For additional information regarding Family Income figures, see the following website: <http://www.fns.usda.gov/cnd/governance/notices/iegs/IEGs.htm>.

Academic Disadvantage Reporting Instructions. Academic Disadvantage is only to be reported for career-technical students.

When reporting Academic Disadvantage, report this option only for students enrolled in Career-Technical Education (CTE) workforce development courses and Career Based Intervention (CBI) courses.

Work and Family Studies, also known as Work and Family Life, are also CTE courses, but there is no need to report Academic Disadvantage for a student enrolled solely in these CTE courses.

Academic Disadvantage is reported only for career-technical students and refers to a student who is having academic problems that are not due to an identified disability condition. A career-technical student should be reported as academically disadvantaged if he/she:

- lacks knowledge in one or more of the academic areas of mathematics, English/language arts, science or social studies, and
- performs two or more years below grade level on standardized tests

A student officially identified as having a disability condition through the administration of an ETR (Evaluation Team Report) and is receiving special education and related services in accordance with an IEP (Individual Education Program) is reported with the appropriate option in the *Disability Condition Element*, and not as academically disadvantaged in this element.

Reporting Both Economic and Academic Disadvantage. A career-technical student should be reported as both economically and academically disadvantaged if he/she meets the criteria of both of the above definitions.



Effective End Date Element

Record Field Number	FD070
Definition	The last day, inclusive, that the set of all other values on this record are valid.

Valid Options

- CCYYMMDD Year, Month, Day
- 00000000 Still an open record (default)

Reporting Instructions. An Effective End Date other than 00000000 will be reported in two situations:

- When an element on the FD record that causes the current record to close and a new record to be opened has a change in value, and

- When a student withdraws from the district.

In the first situation, a new FD record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student’s LEP status changes on November 10, 2008, the Effective End Date for the FD record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective End Dates for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match, and a Withdrawal Reason must be reported on the FS Record.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.



☀ Effective Start Date Element

Record Field Number	FD060
Definition	The first day, inclusive, that the set of all other values on this record are valid.

Valid Options

CCYYMMDD Year, Month, Day

Reporting Instructions. An Effective Start Date must be reported on all records. Students will have a new FD Record with a new Effective Start Date in two situations:

- When an element on the FD record that causes a prior record to close and a new record to be opened has a change in value, and
- When a student is admitted to the district.

In the first situation, a new FD Record is opened that reflects the attributes of the student as of the new Effective Start Date. The Effective End Date and the Effective Start Date must be contiguous. For example, if a student’s LEP status changes on November 10, 2008, the Effective End Date for the FD Record showing the prior LEP status must be November 9, 2008, even though this date is a Sunday, and the Effective Start Date on the new FD record must be November 10, 2008. See the General Reporting Instructions for this record for a discussion of when a change in element value causes a record to close.

In the second situation, the Effective Start Date for the Student Standing (FS) and Student Attributes – Effective Date (FD) Records must match. A newly enrolled student’s Effective Start Dates on these records may be less than or equal to the Admission Date on the FS Record, but can not be greater than the Admission Date.

See the Open Versus Closed Records section at the start of this record for a discussion of the meaning of open and closed records.

☀ EMIS Student ID Number Element

Record Field Number	FD050
Definition	The locally determined EMIS student ID.

Valid Options

Nine-digit ID used by the school district



Reporting Instructions. The EMIS ID is the district-determined number that is used by districts for student tracking. This number uniquely identifies each student within the district. The school district is responsible for assigning this number. The EMIS Student ID Number is for local use only and is not submitted to ODE.

Districts should not eliminate this number from their systems with the implementation of the SSID. The SSID is used for EMIS reporting purposes.



Foreign Exchange Student Graduation Plan Element

Record Field Number	FD190
Definition	The foreign exchange status of a student as it relates to the student’s graduation plans.

Valid Options

- * Not applicable (Student is not a foreign exchange student)
- L Foreign exchange student plans to graduate in Ohio but leave the United States after graduation
- N Foreign exchange student does not plan to graduate in Ohio
- S Foreign exchange student plans to graduate in Ohio and stay in the United States after graduation

Reporting Instructions. This element is new for FY09 and determines which OGT subjects must have a test record reported. The value of this element will be “*” for all district resident students. For students coming into the district from another county as a foreign exchange student an option other than “*” must be reported.

When “S” is reported, the student will be responsible for all OGT test subjects. For additional reporting instructions for options “L” and “N”, see Chapter 2, General Testing Information, Students Not Required to Take One or More Test Subjects.

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Grade Level Element

Record Field Number	FD080
Definition	The current grade level of the student.

Valid Options

- UG No grade level
- IN Infant/Toddler: ages 0-2
- PS Preschool: ages 3-5
- KG Kindergarten
- 01-12 First through twelfth grade
- 13 Completed course requirements, enrolled, and attending school but has not passed graduation test



- 23 Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.

Reporting Instructions. The determination of grade-level placement can most easily be done for new students by a transcript received from the previous school. When transcripts are not available from the previous school district or are unknown, the school district, according to district policy, can test the student and determine the grade level. By State Board rule, the superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student.

“UG” is generally used by community schools. If “UG” is reported, then the district is required to indicate the grade level in which the student will be included for state accountability purposes in the *State Equivalent Grade Level Element*. [REF pg 83](#)

Students Advancing Grade Levels During the School Year versus Over the Summer. EMIS does allow for students advancing a grade-level(s) between the first and last day of the school year. If this occurs, the current FD Record must be closed and a new FD Record opened. Changes in grade level between school years do not require the FD Record with the prior grade to be closed and a new FD Record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Special Education Students. Special Education students who have completed their graduation requirements, but have not received a diploma and whose IEP team has determined that the student has not completed all IEP goals that would result in Fair and Appropriate Public Education (FAPE) should be reported through EMIS with a “23” in the *Grade Level Element*.

Receiving a diploma is defined as the designation of a student as a graduate by the school district’s board.

Matching Grade Levels among EMIS Reporting Entities. The superintendent is given the ultimate authority to determine the appropriate grade-level placement of the student; however, when there is a mismatch between two EMIS reporting entities regarding the grade level for a specific student, the district that has the responsibility of issuing the diploma to the student (or would be issuing a diploma to the student if the student were to remain in continuous education at that district until 12th grade) determines the official grade level of this student. The other EMIS reporting entity is responsible to report (match) the grade level of the district responsible for issuing the diploma.

For example, if a student is attending a JVSD and a resident district, the resident district is responsible for issuing the diploma, and the JVSD should match the grade-level assigned by the resident district.

In the cases when a student attends a DYS, because students can graduate from the DYS, the resident district should match the grade level assigned by the DYS when reporting these students to EMIS.

☀ **Homeless Status Element**

Record Field Number	FD150
Definition	Students who lack a fixed regular and adequate night-time residence and have a primary night-time residence indicated in the valid options.

Valid Options

- * **Not Applicable**
- A Homeless Shelter**
A student residing in a homeless shelter (either emergency or transitional) because there are no other living accommodations available. Should a student subsequently be placed in a foster home or a facility for neglected or delinquent children or youth, he/she should no longer be considered homeless.
- B Unsheltered**
A student who is temporarily staying in unsheltered situations (i.e., cars, trailer parks, camping areas, abandoned buildings, bus or train stations, etc.) because he/she lacks adequate living accommodations. Those living in trailer parks or camping areas on a long-term basis in adequate accommodations should not be considered homeless.
- C Doubled-Up**
A student who is sharing housing with other families or individuals because of a loss of housing or other similar situations.
- F Abandoned**
A student who remains in a hospital or other care setting beyond the time they would normally stay because they have been abandoned by their families. Children and youth who were homeless prior to hospitalization should be considered to be homeless while they are living in the hospital.
- I Hotel/Motel**
A student temporarily living in hotels or motels because he or she lacks adequate permanent housing.
- J Other**
A student living in a homeless situation not detailed in any of the above categories (homeless situation of the student is known but is not described in the categories provided).
- U Unknown**
A student known to be homeless but for whom detailed information concerning living arrangements is not available.

Reporting Instructions. A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

☀ **Homeless Unaccompanied Youth Element**

Record Field Number	FD160
Definition	A homeless student not in the physical custody of a parent or guardian.

Valid Options

- * Not Applicable (Only to be used if “*” was reported in the *Homeless Status Ele-*

ment)
 N No
 Y Yes

Reporting Instructions. Students meeting the definition Homeless Unaccompanied Youth include, but are not limited to, youth living in runaway shelters, abandoned buildings, cars, the streets, or other inadequate housing, youth denied housing by their families (sometimes referred to as throwaways), and school-age unwed mothers who live in homes for unwed mothers and have no other housing available.

A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

The *Homeless Unaccompanied Youth Element* refers to a particular type of homeless student and the *Homeless Status Element* refers to the living conditions of a homeless student.



☀ Immigrant Status Element

Record Field Number	FD200
Definition	Per Section 3301 (6) of the Elementary and Secondary Education Act, an immigrant student is a student who a) is age 3 through 21; b) was not born in any State; and c) has not been attending one or more schools in any one or more States for more than 3 full academic years.

Valid Options

N No
 Y Yes

Reporting Instructions. Per Section 9101 (39) of ESEA, a State is defined as each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas. Per Section 9101 (30), the outlying areas include the United States Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.

A change in this element requires that the current FD Record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record. Given the definition of this element, the only time there should be a true change in the value of this element is when a student who was previously reported as an immigrant reaches three years in school in one or more States.

☀ Limited English Proficiency (LEP) Status Element

Record Field Number	FD170
Definition	The Limited English Proficiency status of a student.

Valid Options

- N No**
The student is not Limited English Proficient.
- Y Yes**
Limited English Proficient student who has been enrolled in U.S. schools for more than 180 school days
- OR**
- L LEP – Enrolled in U.S. Schools for First Time**
A recently arrived Limited English Proficient student who has been enrolled in US schools for **no** more than 180 school days
- AND**
- M LEP – Trial-Mainstream**
A student is considered to be in a Trial-Mainstream period when he/she has achieved a composite score of five on the OTELA or has passed a district selected English Language Assessment administered prior to the 2004–2005 school year. A student remains in the trial-mainstream period until he/she is reclassified from LEP.

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Option M. A student is considered to be in a Trial-Mainstream period when he/she has scored proficient on all five domains (listening, speaking, reading, writing, and comprehension) of the OTELA or has passed a district selected English Language Assessment administered prior to the 2004–2005 school year. A student remains in the trial-mainstream period until he/she is reclassified from LEP.

Option L. Recently arrived LEP students enrolled in US Schools do not need to be included in the calculations for Adequate Yearly Progress (AYP), the state indicators (with the exception of the attendance and graduation rates), or the performance index score. These recently arrived LEP students may be exempt from one spring test administration of the Standard (STR) or Alternate (ALT) assessments in reading or writing for any of the statewide assessments; however, these students are required to take the STR or ALT assessments in math, science, and social studies with allowable accommodations. Option (L) has been created as a valid option in the *Limited English Proficiency Element* in order to identify these recently arrived LEP students.

Ohio follows the same federal government definition of Limited English Proficient as described in the No Child Left Behind Act of 2001 (P.L. 107-110, Title III, Part A, Sec. 9101, (25)).

The term “limited English proficient,” when used with respect to an individual, means an individual

- (A) who is aged 3 through 21; (and)
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (and)
- (C) who was not born in the United States or whose native language is a language other than Eng-

lish; (or)

- who is a Native American or Alaska Native, or a native resident of outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
- the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - the ability to achieve successfully in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Flexibility in Measuring Adequate Yearly Progress. A state may include in the LEP subgroup a student who had previously been considered an LEP student and was exited from LEP during the past one or two years, when calculating AYP for schools, districts, and the State. The determination of when a student has attained English proficiency and is no longer an LEP student must be consistent with the definition included in the State’s accountability plan.

 **Migrant Element**

Record Field Number	FD180
Definition	A migrant student or migratory child is a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisherman, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another, or from one administration area to another in a single school district [this is a state with only one school district], or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence for fishing purposes.

Valid Options

- | | |
|---|-----|
| N | No |
| Y | Yes |

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

 **Preschool Poverty Level Element**

Record Field Number	FD120
Definition	The poverty level of the preschool student’s family, as determined by Federal Poverty Guidelines.

Valid Options

A	0-100%
B	101-125%
C	126-150%
D	151-175%
E	176-185%
F	186-200%
G	201+
N	Not a preschool student
P	Parent income information not requested or provided

Reporting Instructions. This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Option N. Report this option whenever the student is NOT enrolled in preschool.

Option P. This option can be reported for:

- A preschool student whose education is not supported by state funds.
- A preschool student with a disability enrolled in either a state-funded Early Childhood Education program or in at state-funded Preschool Special Education center-based unit.

A student without disabilities who is coded with the option “P” does not count towards the “funded number”.

The *Disadvantage Element* still needs to be reported for these preschool students.

 **State Equivalent Grade Level Element**

Record Field Number	FD090
Definition	The grade level in which the student will be included for reporting purposes. Element is only used for students reported with a “UG” in the <i>Grade Level Element</i> .

Valid Options

**	Not Applicable ¹⁶
IN	Infant/Toddler: ages 0-2
PS	Preschool: ages 3-5
KG	Kindergarten
01-12	First through twelfth grade
13	Enrolled, ¹⁷ completed course requirements but has not passed graduation test

¹⁶ Report “**” in this element if the student grade level element (Record Field Number GI130) is anything other than UG.

- 23 Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.

Reporting Instructions. This element may change between the first and last day of the school year. If this occurs, the current FD record must be closed and a new FD record opened. Changes in this element between school years do not require the FD record with the prior value to be closed and a new FD record opened, but districts may choose to do so if this approach is easier for the district’s software to implement.

Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

The *State Equivalent Grade Level Element* must be reported for a student who was reported with the “UG” option in the *Grade Level Element*. A student submitted with “UG” in the *Grade Level Element* and “***” in this element will be marked as a fatal error and will not be sent to the state.

 **Student being served by a 504 Plan Element**

Record Field Number	FD140
Definition	Student who is identified with a disability under Section 504 of the Rehabilitation Act of 1973, and is being served by a 504 plan that has been developed to meet the specific needs of the student.

Valid Options

- N No. Student is not being serviced by a 504 plan (default)
- Y Yes. Student is being served by a 504 plan

Reporting Instructions. A change in this element requires that the current FD record be closed and a new record opened with appropriate Effective Start and End dates. Therefore, a student may have multiple values for this element in the course of a school year. Note that the correction of an error does not constitute a “change” in the value of this element. As long as the correction represents the true value for a student as of the Effective Start Date on the record, an update to the value should be made without closing/opening a new record.

Section 504 of the Rehabilitation Act of 1973 defines an individual with a disability at 34 CFR, 104.3(j) as:

(j) “Handicapped person.” (1) “Handicapped persons” means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such as impairment, or (iii) is regarded as having such an impairment. A Section 504 Plan would be a plan developed under this legislation to meet the needs of such person.

Note. This is not the same as an IEP.

¹⁷ Enrolled means student is actually enrolled and attending school.

2.3.4 STUDENT ATTRIBUTES – NO DATE RECORD (FN)

General Guidelines

All of the elements on this new record type were reported in FY08 on either the Student Demographic (GI) or Student Attendance (GK) records. Unless noted otherwise, all reporting instructions remain unchanged. Note that in some reporting periods, very little data will be reported on this record, as most elements are not included in all reporting periods. See Appendix I for a summary of elements by reporting period.

Report one Student Attributes – No Date Record per reporting period for each student reported in EMIS.

Career-Technical Students Who Graduate

JVSDs do not report the *Diploma Date* and *Diploma Type Elements*.

JVSDs should continue to report the appropriate withdrawal code for graduating students.

Student Attributes – No Date Data Elements

The following portion of this section discusses each of the data elements within this record. The elements are organized alphabetically.

☀ Acceleration Element

Writing

Record Field Number	FN150
Definition	Indicates, for the current school year, the number of year(s) a student was accelerated in Writing.

Reading

Record Field Number	FN160
Definition	Indicates, for the current school year, the number of year(s) a student was accelerated in Reading.

Mathematics

Record Field Number	FN170
Definition	Indicates, for the current school year, the number of year(s) a student was accelerated in Mathematics.

Social Studies

Record Field Number	FN180
Definition	Indicates, for the current school year, the number of year(s) a student was accelerated in Social Studies.

Science

Record Field Number	FN190
Definition	Indicates, for the current school year, the number of year(s) a student was accelerated in Science.

Valid Options

0 – 9 Number of Years Accelerated in the Current School Year

Reporting Instructions. The *Acceleration Elements* are used when a student has been accelerated in the current school year in one or more grade-levels in one or more of the core subject areas of: writing, reading, mathematics, social studies or science. These elements are also to be used to report students who have been accelerated one or more whole grade levels in the current school year. The *Acceleration Elements* on this record, and the *Type of Accommodation Element* on the Achievement Test Record, identify students who have been accelerated and if a new acceleration took place this year or in a prior year.

For the first year of a student’s acceleration,

- whole-grade – all five acceleration elements will have the same value greater than “0”, or
- subject – only the subject(s) where acceleration occurs will have a value greater than “0”.

The *Acceleration Elements* are reported during the Yearend (N) reporting period in the year when the acceleration decision actually is implemented, which may not necessarily be the same year when the determination was made to accelerate the student. This means that if acceleration decisions were implemented prior to FY2009 the *Acceleration Elements* would be reported with “0” in each of the subject fields, provided the student remains on the same accelerated path as the previous year. In these cases only the *Type of Accommodation Element* is used to identify accelerated students.

These elements will only be used when the student is initially identified and acceleration is implemented, or if an already accelerated student is further accelerated. Once a student is accelerated and continues on the same acceleration path, only “0” can be reported in these elements.

Example 27.**Year 1**

If it is determined in FY08 that a student will accelerate or “skip” one grade-level in mathematics during the FY09 school year this element would be populated with a “1” in the *Mathematics Acceleration Element* and zeroes in the other four subject acceleration elements. On the individual test record for mathematics “Y4” would be reported in the *Type of Accommodation Element*.

Example 28.**Year 2**

If it is determined at the end of FY08 that the student will remain on this track for the FY09 school year (e.g., placement in a ninth grade math class in FY09), a zero would be reported in all five of these subject fields. On the individual test record for mathematics Y4 would be reported in the *Type of Accommodation Element*.

OR

Example 29.**Year 2**

If it is determined at the end of FY08 that the student will be accelerated yet another grade level in mathematics for the FY09 school year (e.g., placement in a tenth grade math class in FY09) a “1” would again be reported in the *Mathematics Acceleration Element* and zeroes would be reported in the other four subject acceleration elements. On the individual test record for mathematics “Y4” would be reported in the *Type of Accommodation Element*.

☀ **Accountability IRN Element**

Record Field Number	FN140
Definition	The building IRN within the district that is responsible for the student's performance measures.

Valid Options

Six-digit code	Valid building IRN within the reporting district
All blanks	Not Applicable

Reporting Instructions. In the *Accountability IRN Element*, a district may enter the IRN of a specific building within their district to be accountable for a specific student's performance results when both of the following criteria are true:

- Student was enrolled in a building for a full academic year.
- Student was simultaneously enrolled in two or more buildings in the district or participated in a special program in another building (other than the building that would be his/her "home" school based on attendance zones). An example of this would be an IEP program that specializes in educating certain students with disabilities that is housed in one school that all districts eligible students attend. If the district does not enter an IRN in the *Accountability IRN Element*, the student will be included in the results for the educating building; however, the district may enter the IRN of the building that the student would be attending if the student were not in that program (the "home" building IRN). The student would then count at the "home" building.

It is not necessary for districts to manually enter the *Accountability IRN Element* if the student was not enrolled in a building within the district for the full academic year. Only an IRN of a building within the district should be entered into the *Accountability IRN Element*.

☀ **Corporal Punishment Element**

Record Field Number	FN200
Definition	The number of times a student has received corporal punishment during the school year.

Valid Options

00 – 99

Reporting Instructions. Report the sum of the number of instances of corporal punishment the student has received. The default is "0". The *Corporal Punishment Element* is only reported during the Yearend (N) reporting period.

☀ **Diploma Date Element**

Record Field Number	FN090
Definition	The date the student received his/her diploma.

Valid Options

00000000	Not Applicable
CCYYMMDD	Year, Month, Day

Reporting Instructions. A diploma date of June 8, 2008, is to be reported as 20080608.

Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer should be reported with a diploma date in the following October (K) reporting period. The diploma date for summer graduates must be between July 1 and prior to the start of the next school year. A summer graduation date cannot be earlier than the date on which a student completed graduation requirements (e.g. completes course requirements or receives a passing score on the OGT, etc.).

Career-Technical Students who Graduate. For the purposes of the state and federal accountability plan under the No Child Left Behind Act of 2001, contract career-technical students and JVSD students count in the resident district as graduates, therefore only the “resident” should report the Diploma Date Element.

For purposes of reporting CTE performance data to the U.S. Department of Education, the Office of Career-Technical Education is required to report the percentage of career-technical students who are graduates. This is a federal performance measure. ODE will use the resident district graduation information for the federal performance measure.

Diploma Type Element

Record Field Number	FN100
Definition	The type of diploma received by the graduating student.

Valid Options

- * Not Applicable (not a graduating student)
- 1 Regular Diploma
- 2 Diploma with Honors

Reporting Instructions. Either option “1” or “2” is reported for all students who graduate.

Students who have completed all course requirements for graduation prior to the beginning of the school year and have passed the graduation test during the summer are reported with the appropriate option for the *Diploma Type Element* in the following October (K) reporting period.

Fiscal Year that Student Began Ninth Grade Element

Record Field Number	FN110
Definition	The fiscal year in which the student first began ninth grade.

Valid Options

- 0000 Not Applicable
- CCYY Fiscal Year

Reporting Instructions. This element is required to be reported every year for each student enrolled in grades 9, 10, 11, 12, 13, and 23. Students who are not currently enrolled in one of these grades are to be reported with “0000”.

Report the fiscal year the student would have begun or did begin ninth grade for the first time in any Ohio public or chartered nonpublic school.

A student who is promoted from 8th to 10th grade (skipping 9th grade) is to be reported with the fiscal year he/she would have begun 9th grade had he/she not skipped a grade level. In this case, since the

student would have started 9th grade in the year he/she started 10th grade, the fiscal year the student started 10th grade is reported in the *Fiscal Year that Student Began Ninth Grade Element*.

When a student is enrolled in 8th grade and is taking some 9th grade classes, the *Fiscal Year that Student Began Ninth Grade Element* is not reported as the fiscal year he/she was enrolled in 8th grade and taking some 9th grade classes. It is reported as the fiscal year in which he/she was first enrolled or would have been enrolled as a 9th grade student.

☀ **Grade Level, Next Year Element**

Record Field Number	FN080
Definition	Indicates the grade level to which a student has been promoted, or the grade level in which a student will be retained the following school year.

Valid Options

**	Not Applicable
UG	No grade level: Generally reported by community schools
IN	Infant/Toddler: ages 0-2
PS	Preschool: ages 3-5
KG	Kindergarten
01-12	First through twelfth grade
13	Enrolled, completed course requirements but did not pass graduation test
23	Student is under age 22, has a disability, has completed graduation requirements, and has not yet received a diploma.
GR	Student will complete graduation requirements
DR	Student has dropped out, is not enrolled in the district, and is not known to be enrolled anywhere ¹⁸

Reporting Instructions. This element is required for all students. Seniors who have been retained are to be reported with a “12” in this element.

☀ **Graduation Credit Units Element**

Record Field Number	FN130
Definition	The number of Carnegie units successfully completed by the student for the current school year. This applies to cases for which the student receives credit towards graduation.

Valid Options

00.00 – 99.99

Reporting Instructions. This element should only be reported for students that have earned high school credit during the current school year. One Carnegie unit equals 120 hours of instruction. Do not include hours spent by a student at lunch, in study hall, or in other non-instructional courses¹⁹. This element is re-entered each year during the Yearend (N) reporting period based on the student’s performance during the school year. It is not cumulative.

If a student is educated by multiple districts (i.e., the resident district and the JVSD), then each

¹⁸ Must be reported with withdrawal reasons 71-75.

¹⁹ Required by Section 3301.0714 (B) (1) (m), OAC 3301-44-01 (G) and 3301-44-07 (G).

entity should report ONLY those units that the reporting school offers; the total number of units will be determined at ODE by using the SSID to match the information across districts.

The following situations are exceptions to the above:

- Children attending an MRDD
- Children attending an ESC
- Students participating in post-secondary enrollment courses

The total number of Carnegie units a student successfully completes during a school year should be reported. The element is formatted into four positions, as represented in Chapter 5, two digits to the left and two digits to the right of the decimal point.

Include only those units for which the students receive credit toward graduation.

 **Limited English Proficient Reclassification Date Element**

Record Field Number	FN210
Definition	The date on which the student is considered “no longer LEP”.

Valid Options

- 000000 – Not Applicable
- CCYYMM – Date

Reporting Instructions. If a student has met the criteria for reclassification and is reclassified from LEP status to “no longer LEP”, then the year and month which the student was reclassified is reported in the *Limited English Proficient Reclassification Date Element* during the Yearend (N) reporting period.

Alternatively, if an LEP student has not met all three criteria by the end of the school year and is not reclassified, then this element is reported with “000000” during the Yearend (N) reporting period.

This element is reported as “000000” for a student who is not LEP.

Report the year and month in which a student is reclassified from LEP. This element is to be reported during the Yearend (N) reporting period for the school year in which the student was reclassified. In addition, the date in which the student was reclassified remains a part of this record and must be reported in subsequent years during the Yearend (N) reporting period.

A student who is reclassified in spring of FY 2008 is to be reported with the year 2008 and month in which he/she is reclassified. For instance a student reclassified in March 2008 would be reported with a reclassification date of 200803.

Determining Reclassification. The decision about reclassifying an LEP student to “no longer LEP” status depends not only on the result of an OTELA, but also on the result of how well a student has done during a trial mainstream period after already having passed the OTELA with a composite score of 5.

A student may only be reclassified if he/she is an LEP student in the proficient/trial mainstream category and was reported with an “M” during the October (K) reporting period.

Required Criteria for Reclassification. A student must meet all the required criteria in order to be reclassified as “no longer an LEP student”. For more information regarding the criteria for reclassification

from LEP, please refer to the ODE website.

☀ Majority of Attendance IRN Element

Record Field Number	FN220
Definition	The IRN of the building or district where a student is continuously enrolled from the end of October Count Week through the spring test administration date, designated as follows: <ul style="list-style-type: none"> • March 19 for all grades except 3-8 • March 19 for all Alternate Assessments (both OGT and Achievement) • May 10 for grades 3-8 (except students taking the Alternate Assessment)

Valid Options

Six-digit IRN

Not Applicable

Valid Building/District IRN

Reporting Instructions. Do not report building IRNs that are not located in your district or a district IRN that is not your own.

Continuously enrolled means that the student did not withdraw from the district after October Count Week and re-enroll in the same district prior to May 10 for grades 3-8 (except students taking the Achievement Alternate Assessment) and March 19 for all other grades (including students taking the Achievement Alternate Assessment). For the remainder of these reporting instructions the term “MOA enrollment” means continuous enrollment from the October Count Week through May 10 for grades 3-8 (except students taking the Achievement Alternate Assessment) and March 19 for all other grades (including students taking the Achievement Alternate Assessment).

A student that meets “MOA enrollment” in a single building is reported with the IRN of that building. However, a student that meets “MOA enrollment” in the district, but was enrolled in multiple buildings within the district during that time frame, is reported with the IRN of the district in the *Majority of Attendance IRN Element*.

A student who has not met “MOA enrollment” in the district is reported with “*****” in the *Majority of Attendance IRN Element*.

When a student is attending a Post-Secondary Institution, County Board of MRDD, Joint Vocational School District, or as a Contract Career-Technical student the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*.

For a school-age student in programs/classes offered by the ESC, the resident/sending district should consider the student enrolled in the building where the student would have been attending at the resident/sending district and should use the above instructions for reporting the *Majority of Attendance IRN Element*.

Educational Service Centers. ESCs are required to report this element for preschool students with the IRN of the ESC.



☀ **Non-Attending Reason Element**

Record Field Number	FN060
Definition	The reason for counting an enrolled student who was absent from school for the entire week of the district’s count week.

Valid Options

- * Not Applicable
- 1 Personal Illness
- 2 Illness in the Family
- 3 Quarantine of Home
- 4 Death of Relative
- 6 Observance of Religious Holiday
- 7 Emergency or set of circumstances which in the judgment of the superintendent of school’s constitutes a good and sufficient cause for absence from school.
- 8 Medical or Dental Appointment
- 9 College Visitation

Reporting Instructions. These reasons are the only valid legal²⁰ reasons for non-attendance and apply only to students who are enrolled and have been in attendance. Truancy or inability to locate student are not valid reasons for non-attendance.

☀ **OGT Graduation Alternative Element**

Record Field Number	FN120
Definition	Identifies that passage on one graduation test was met using the alternative criteria.

Valid Options

- 0 Not used
- 1 Used for one test not yet passed

Reporting Instructions. Section 3313.615 of the Ohio Revised Code indicates that a student may meet the passing standard for one graduation test provided he/she has met all identified alternative requirements. This alternative can only be used for one of the five Ohio Graduation Tests. Report a “0” if the student does not use this alternative to meet the graduation test requirements. Report a “1” only when the school district reports the student as a graduate. The only time a value of “1” should be reported for this element for the October (K) reporting period is for summer graduates who use these criteria.

☀ **Retained Status Element**

Record Field Number	FN070
Definition	Indicates if a student was retained at the end of a school year and whether he/she will advance to the next grade level.

Valid Options

- * Student was not retained at the end of the previous school year.
- 1 Student was retained at end of the previous school year and is still retained.
- 2 Student was retained at the end of the previous school year, but advanced because of successful completion of summer school.

²⁰ OAC 3301-69-02 (B)(2).

- 3 Student was retained at the end of the previous school year, but advanced at parent request.
- 4 Student was retained at the end of the previous school year, but advanced for a reason other than completion of summer school or parents' request.

Reporting Instructions. If a student was retained at the end of the previous school year report a valid option for the student in this element during the current October (K) reporting period.

~~2.3.5 STUDENT ATTENDANCE RECORD (GK)~~**General Guidelines**

This record type is being eliminated from EMIS reporting. All elements and related reporting instructions with the exception of the Date of District Withdrawal/Dropout/Truancy Proceedings Element have been moved to a new record type as indicated in the following table.

Table 11. Elements Moved to FS, FD, or FN Records

FY08 GK Element	FY09 GK Elements Moved to New Record Types
<i>GK080 Admission Date (CCYYMMDD) Element</i>	Student Standing Record (FS)
<i>GK240 Withdrawal/Dropout/Truancy Reason Element</i>	Student Standing Record (FS)
<i>GK110 Attendance Days Element</i>	Student Standing Record (FS) with separate elements for October Count Week, February Count Week, and School Year values
<i>GK120 Excused Absence Days Element</i>	Student Standing Record (FS) with separate elements for October Count Week, February Count Week, and School Year values
<i>GK130 Unexcused Absence Days Element</i>	Student Standing Record (FS) with separate elements for October Count Week, February Count Week, and School Year values
<i>GK410 Attendance Pattern Element</i>	Student Attributes – Effective Date Record (FD)
<i>GK310 Non-Attending Reason Element</i>	Student Attributes – No Date Record (FN)
<i>GK330 Retained Status Element</i>	Student Attributes – No Date Record (FN)
<i>GK260 Diploma Date Element</i>	Student Attributes – No Date Record (FN)
<i>GK270 Diploma Type Element</i>	Student Attributes – No Date Record (FN)
<i>GK400 Fiscal Year Student Began 9th Grade Element</i>	Student Attributes – No Date Record (FN)
<i>GK420 OGT Graduation Alternative Element</i>	Student Attributes – No Date Record (FN)
<i>GK250 Graduation Credit Units (9-12) Element</i>	Student Attributes – No Date Record (FN)
<i>GK360 Accountability IRN Element</i>	Student Attributes – No Date Record (FN)
<i>GK140 Corporal Punishment Element</i>	Student Attributes – No Date Record (FN)
<i>GK320 Majority of Attendance IRN Element</i>	Student Attributes – No Date Record (FN)

2.4 GENERAL TESTING INFORMATION

All students in the grade levels where statewide assessments are given are required to participate. Exceptions are listed under the valid options in the *Score Not Reported Element* for each type of state assessment.

If the student takes at least one “subject” test at the district and then moves before taking the other “subject” tests, then the district reports a test record for the student for that subject, reporting the score(s) for the “subject” test(s) taken. The district reports a “J Student moved in or out of the district” option in the *Score Not Reported Element* on the test records for the other subject test(s) not taken in the district.

When a student transfers between public school districts in Ohio or from a private school to a public district, student test results are required to be shared with the new district according to Ohio Administrative Code (OAC) 3301-13-01. Districts are required to immediately send the results as part of the official student record. The sending school or district must provide the test results to the receiving school or district upon request.

Students Not Required to Take One or More Test Subjects

There are a few circumstances where students are not required to take a statewide assessment. These circumstances include:

- If a recently arrived LEP student has not been enrolled in U.S. schools for more than 180 school days and has not previously been exempt from a State’s spring test administration, the student is not required to take the State’s English language arts assessments (reading/writing). If an LEP student enrolls during the spring administration on or after March 19th for the Ohio Graduation Tests or on or after May 10th for the Ohio Achievement Tests, that spring administration will not count as this single exemption for testing recently arrived LEP students, unless the student was enrolled in an Ohio school during a prior year prior to the March 19th or May 10th dates. However students reported as “L” during the October (K) or February (C) reporting periods who will have over 180 school days in U.S. schools as of the first day of a spring test administration window, will be required to be assessed in the State’s English language arts assessments during that spring test administration.
- Student is part-time student status, home school, nonpublic school, and is not enrolled in the reporting district for that particular core subject. Reported with *Score Not Reported* option of “K”.
- Foreign exchange student – student does not plan to receive high school diploma in Ohio, no OGT testing is required if the student is not in grade 10. Student is reported with the *Foreign Exchange Student Graduation Plan Element* of “N”.
- Foreign exchange student plans to leave the country (United States) after graduation, and is not required to take the Citizenship “subject” test if the student is not currently in grade 10. Student is reported with the *Foreign Exchange Student Graduation Plan Element* of “L”.
- Student moved out of district before “subject” test administered. Reported with *Score Not Reported* option of “J”.

Contact Information

Office of Assessment. Please refer to the Office of Assessment’s web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on the Ohio Proficiency Test (OPT), Ohio Assessment Test (OAT), Ohio Graduation Test (OGT), or Ohio Test of English Language Acquisition (OTELA).

For answers to questions regarding the scoring process or the test scoring company, contact the ODE Call Center at: (877) 772-7771 and ask to be connected to the Office of Assessment.

Office of Early Learning and School Readiness. Please contact the Office of Early Learning and School Readiness, formerly, the Office of Early Childhood Education (ECE), for questions and additional information regarding the administration, legislation, test implementation dates, scoring standards and up-to-date information regarding the Preschool Assessment (Get It! Got It! GO!), Preschool Assessment (ASQ/SE), Student Preschool ECO Assessment (ECO), and the Kindergarten Readiness Assessment – Literacy (KRA-L).

Test Formats

Students can take these assessments in one of the following formats:

- Standard format (STR) or Standard format (STR) with one of the following accommodations:
 - 504 if indicated in the students 504 plan,
 - LEP if the student meets the criteria established for LEP students,
 - IEP.
- Alternate assessment (ALT) if indicated in the students’ IEP, the student must take the alternate assessments in all required areas of the test.

For all students with an IEP, the IEP team determines the test format. The test format reported for any testing record should be the actual format of the assessment that was administered to the student.

IEP/504 Accommodations. A school district may determine that it is appropriate for a student to take any of the standard state assessments with IEP or 504 Plan accommodations. In such cases, it is the responsibility of the school district to document what accommodations, if any, will be provided to the student when tested. The documentation of accommodations can be included in either

- each student’s IEP, or
- documented in writing for any student who was evaluated under section 504

Accommodations must meet all the following criteria, as defined by rule 3301-13-03 (H):

1. The accommodation is provided in the student’s IEP for classroom and district-wide tests that are similar in format to the statewide test in the same subject area;
2. The accommodation does not change the content or structure of the test; for example, the examiner who reads multiple-choice questions to students may not eliminate one or more answer choices provided as part of the question, nor shall any examiner convert any open-ended question to a multiple-choice question or cause such conversion;
3. The accommodation does not change what the test is intended to measure; for example, examiners are not permitted to read passages from a reading test because this would change the test from a measure of “reading” skills to a measure of “listening” skills; and
4. The accommodation does not change or enhance the student’s response; for example, a scribe shall record only the actual response provided by the student.

LEP Accommodations. All LEP students are allowed the use of a dictionary or extended time for taking the statewide assessments. The *Type of Accommodation Element* refers to additional LEP accommodations beyond the use of a dictionary or extended time, such as the use of a translator.

Alternate Assessment. The determination as to how a student with disabilities will participate in state- and district-wide assessments is made by each student’s IEP team, at least annually at each IEP meeting. Alternate assessment is appropriate only for students who have severe disabilities. In many instances, this means students with severe limitations to cognitive functioning. Such severe limitations in

the area of cognitive functioning should be documented in the student's evaluation team report. If the IEP team believes that alternate assessment is appropriate for a student, then that student must take the alternate assessment in all subject areas tested.

Depending on the type of statewide assessment, two types of alternate assessments can be administered,

1. The IEP-based Alternate Assessment: 9th grade proficiency only
2. Standards-based Alternate Assessment: all achievement tests and the OGT

For subject/grade level tests in which a standards-based alternate assessment is administered, a RAW score is reported in the *Raw Score Element*. For subject/grade level tests in which an IEP-based alternate assessment is administered, only AAA, BBB, CCC, DDD, or INV for (IEP-based alternate assessment) will be reported in the *Scaled Score Element*.

Student Situations

Retained Students. For information regarding the administration of Statewide Assessment Tests to retained students, please contact the Office of Assessment through the ODE Call Center at: (877) 772-7771 and ask to be connected to the Office of Assessment.

HB 493. Due to a legislative change (HB 493) in FY05, students required to take the 9th Grade OPT in order to graduate, may replace passage on the corresponding subject OGT for passage on the 9th grade OPT. Please note that these individuals will still need to take the 9th Grade OPT in any subject areas not yet passed in addition to choosing to take the OGT in the corresponding subjects.

Career-Technical Students. JVSDs should only report testing results for students who enroll directly into the JVSD without enrolling in the resident district. These students are typically non-public or home schooled students. This reporting rule only applies to JVSDs. School districts that have Career-Technical programs or districts with contract career-technical students will still need to report testing results for all appropriate students.

MR/DD Students. Resident districts report results from the standard (STR) tests or alternate assessment (ALT) results for students that attend MRDDs.

Department of Youth Services (DYS) Students. The Department of Youth Services will report results from the standard (STR) tests or alternate assessments (ALT) for students which attend and are in their buildings.

Home-Schooled Students. Home-schooled students who are taking a CORE curriculum course(s) at the public school are required to take the corresponding statewide test(s). The district should report the assessment results for these students. These students will be included in the district's accountability calculations for those test areas, based upon the Where Kids Count business rules, and the rules for inclusion in the participation rate.

Adult Students. At this time, there are no requirements for reporting EMIS data, including test results, for adult students.

Students Exempt from Consequences. All students in a tested grade level are required to participate in the statewide assessments; however, a school district may exempt a student with disabilities from meeting the passing standard on one or more of the required graduation tests. If the student is exempt from the individual consequences for any subject test and therefore not required to meet the passing standard of that subject test in order to graduate, report "N – No" in the *Requirement for Graduation Element*.

If after the initial administration, the IEP team determines that the student is no longer exempt from the individual consequences and is now required to meet the passing standard on one or more of the graduation tests, the student will need to take and pass the subject test(s) identified by the IEP team in order to meet graduation requirements. A new test record must be reported for this student indicating a “STR” in the *Required Test Type Element* and a “Y” in the *Requirement for Graduation Element*.

If after the initial administration, the IEP team determines that the student is now to be exempt from the consequences for one or more of the graduation tests, a new test record(s) must be reported with “N” in the *Required for Graduation Element*.

Reporting Assessment Records

Statewide assessment results are required to be reported for each student (in a tested grade level) by the district in which he/she was enrolled during a required test administration. If a student enrolled during a required test administration is required to test and for whatever reason was not tested, or if for whatever reason a student was tested but test scores were not available in time for EMIS reporting, then the district is required to submit the required test records with the applicable option in the *Score Not Reported Element*.

Test records are not required if the student was not enrolled in the district during any test administration period. Summer Testing

Results for the ninth-grade OPT and the OGT administered during the summer 2008, should be reported in the FY09 Yearend (N) reporting period, unless the summer OGT administration allows the student to be a summer graduate, in which case the OGT scores are reported in October (K).

2.4.1 OHIO NINTH-GRADE PROFICIENCY TEST RECORD (GT)

General Guidelines

The Ninth-Grade Ohio Proficiency Test (OPT) is the only statewide assessment that may be administered and reported with an IEP-based alternate assessment.

Once a student passes the Ninth-Grade Ohio Proficiency Test he/she would not be re-tested for that particular subject. If a student passed a subject test on the OPT and for any reason happened to take the test again and failed, the passing score is to be reported instead of the latest score.

A student who passes the Ohio Graduation Test in any subject prior to passing the Ohio Ninth-Grade OPT in the same subject will be considered to have met the test requirement in that subject as a condition to receiving a diploma.

If a student is under the Ninth-Grade OPT requirement, a test record is required for all five subjects (Reading, Writing, Math, Citizenship, and Science), regardless of when the tests were actually passed.

Based on House Bill 276, a student who entered the ninth grade

- before July 1, 2003, in a school district, community school, or chartered nonpublic school continues to be eligible to receive a diploma based on passage of ninth-grade proficiency tests,
- after July 1, 2003, in a school district, community school, or chartered nonpublic school is not eligible to receive a diploma based on passage of ninth-grade proficiency tests and therefore must pass the Ohio Graduation Tests (OGT) as a condition to receiving a diploma.

Note. A student with a grade level equal to “23” must have all five test records reported. The test date would be the date on which the test was administered for the score reported. In this case, the test date could not be a date in the current school year.

Students that are reported as summer graduates during the October (K) reporting period, are under the Ninth-Grade Ohio Proficiency Test (OPT) requirement, and took the OPT during the summer of 2008 should have the results of the tests reported on the Graduation-Only Record during the FY2009 Yearend (N) reporting period.

FY09 is the last year that this record will be collected.

Proficiency Test Data Elements

The following portion of this section discusses each of the data elements within the Ohio Ninth-Grade Proficiency Test Record. The elements are organized alphabetically.

Attempt Element

Record Field Number	GT245
Definition	The number of times, including the current time, the student took the test.

Valid Options

1 – 99

Reporting Instructions. Exemptions and waivers do not count as attempts. If you cannot obtain the actual number of attempts, please report the number of estimated attempts, based upon the following

guidelines.

Example 30.

If an 11th grade student transfers into your district at the end of the year and has yet to pass a ninth-grade test, then assume the student has taken it two times a year and report “6” in the *Attempts Element*.
 If a student transfers into the district and has passed the test, look at the passing date, then assume the student has taken the test during each previous spring/October administration.

☀ Building IRN – Spring Test Administration Element

Record Field Number	GT280
Definition	The IRN of the building within the district that the student was enrolled in during the spring test administration of the mathematics test.

Valid Options

Reporting Instructions. Since this test record is no longer being used to calculate the participation rate at the building, district or state level as part of AYP (Adequate Yearly Progress), report “*****” when submitting the Proficiency Test Record.

☀ Grade Level of Student at Time of Test Element

Record Field Number	GT220
Definition	The grade level of the student at the time the test was administered.

Valid Options
 08, 09, 10, 11, 12, 13, and 23

☀ Required Test Type Element

Record Field Number	GT215
Definition	The format of the test the student is required to take.

Valid Options

- STR Standard (regular)
- ALT Alternate Assessment (IEP-based alternate assessment) as required by IEP
- NRP Not required in this district due to part-time student status, home school, nonpublic school
- NRF Not required (all tests) – foreign exchange student – student does not plan to receive high school diploma in Ohio
- NRL Not required (Citizenship test only) – foreign exchange student plans to leave country (United States) after graduation
- MOV Student moved in or out of district before test was administered

☀ Scaled Score Element

Record Field Number	GT230
Definition	The scaled score achieved by a student for the test being reported.

Valid Options

Standard Test Format

- *** Student did not take the test
- 0-499 Scaled Score is reported for students who took the standard format test
- INV May be assigned to students who have taken the test, but for whose test was for good cause, invalidated by the Ohio Department of Education or the school district

Alternate Assessment

- *** Student did not take the test
- AAA Exceptional Progress
- BBB Expected Progress
- CCC Adequate Progress
- DDD Limited Progress
- INV May be assigned to students who have taken the test, but for whose test was for good cause, invalidated by the Ohio Department of Education or the school district

Reporting Instructions. Report the most recent outcome on the “subject” test. Once a student passes a subject test, he/she would not be re-tested for that particular subject. However, if a student has passed a subject test and, for any reason, takes the subject test again and fails, the passing score should be reported instead of the latest score.

☀ Score Not Reported Element

Record Field Number	GT235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

- * Not Applicable
- A Medical Reasons
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other (e.g., excused absence, incarceration)

Reporting Instructions. According to the Ohio Administrative Code (OAC3301-13-04), waivers must be requested for all students required to take statewide assessments, but do not take one or more of the tests (or alternate assessment if designated in the student’s IEP). This includes those students (students reported with the “N” option in the *Test Required for Graduation Element*) who are required to take the test but have been excused from the individual consequences of the ninth-grade proficiency test(s) and have never taken the test(s).

If the student does not take the test being administered, this element identifies the reason the test was not taken.

☀ Subject Element

Record Field Number	GT205
Definition	The subject of the test administered.

Valid Options

- R Reading
- W Writing
- M Math
- C Citizenship
- S Science

☀ Test Date Element

Record Field Number	GT210
Definition	The date the test was administered.

Valid Options

CCYYMM Year, Month

Reporting Instructions. If a test was not taken, report the date the test would have been administered. A test which was taken on March 15, 2005, is to be reported in the following format: 200503.

☀ Test Grade Level Element

Record Field Number	GT200
Definition	The grade level of the test administered.

Valid Option

9

☀ Test Required for Graduation Element

Record Field Number	GT250
Definition	Indicates if the student is required to meet the proficient performance standard for the test in order to graduate.

Valid Options

- * Not applicable
- Y Yes, the student needs to achieve at or above the proficient level on this “subject” test in order to graduate
- N No, the student does not need to achieve at or above the proficient level on this “subject” test in order to graduate

Reporting Instructions. If a student is required to pass the ninth-grade OPT in order to graduate and decides to replace passage on one of the OPT STR format tests with passage on the same subject test on the OGT STR format, the *Test Required for Graduation Element* is to be reported with a “Y” on the OPT Record for that subject, and an “*” is to be reported for that element on the OGT Record.

Based upon the decision of the IEP team, a school district may excuse a student with disabilities from meeting the proficient performance standard on one or more of the required tests administered during each school year.

☀ **Type of Accommodation Element**

Record Field Number	GT225
Definition	Identifies accommodations the student received when taking the standard format of the test.

Valid Options

- ** Not applicable, student did not take the test
- No No, student did not take the standard (STR) format of the test with accommodations
- Y1 Yes, student took the standard (STR) format of the test with 504 plan accommodations
- Y2 Yes, student took the standard (STR) format of the test with IEP accommodations

2.4.2 GRADUATION-ONLY TEST RECORD (GP)

General Guidelines

A Graduation-Only Record is reported during the Yearend (N) reporting period for students who are no longer enrolled in the district but subsequently complete testing requirements (either 9th Grade Proficiency or OGT) and therefore, having met graduation requirements, have been issued a diploma. This record is to be used to report students that fall under the 9th grade Proficiency graduation requirement or the Ohio Graduation Test (OGT) graduation requirement. This record is only reported once the student has been granted a diploma.

Students who are reported as a summer graduate during the October (K) reporting period, are under the Ninth-Grade Ohio Proficiency Test (OPT) requirement, and took the OPT during the summer of 2008 should have the results of the tests reported on the Graduation-Only Record during the FY09 Year-end (N) reporting period.

Graduation-Only Test Data Elements

The following portion of this section discusses each of the data elements within the Graduation-Only Test Record. The elements are organized alphabetically.

☀ Courses Completed Date Element

Record Field Number	GP090
Definition	The month and year in which the student completed the course requirements for a diploma.

Valid Options

YYYYMM Year, Month

☀ Courses Completed IRN Element

Record Field Number	GP100
Definition	The IRN of the district in which the student completed the course requirements for a diploma.

Valid Options

Six-digit IRN Valid district IRN

☀ Diploma Date Element

Record Field Number	GP160
Definition	The date the student received his/her diploma.

Valid Options

YYYYMMDD Year, Month, Day

☀ EMIS Student ID Number Element

Record Field Number	GP050
Definition	The locally determined EMIS student ID.

Valid Options

Nine-character alphanumeric Local EMIS student ID

☀ **Gender Element**

Record Field Number	GP070
Definition	The gender of the individual being reported.

Valid Options

M	Male
F	Female

☀ **Graduation-Only Test Score Elements**

Reading

Record Field Number	GP110
Definition	The most recent outcome achieved by the student in reading.

Writing

Record Field Number	GP120
Definition	The most recent outcome achieved by the student in writing.

Mathematics

Record Field Number	GP130
Definition	The most recent outcome achieved by the student in mathematics.

Social Studies/Citizenship

Record Field Number	GP140
Definition	The most recent outcome achieved by the student in citizenship/social studies.

Science

Record Field Number	GP150
Definition	The most recent outcome achieved by the student in science.

Valid Options

2	Passed, OPT
3	Excused from consequences
5	Passed, OGT
6	Met OGT graduation alternative criteria

Reporting Instructions. Report the latest test results.

The above options indicate the most recent outcome for the above test score elements. A test score is reported for each of the subject test areas.

☀ **Graduation-Only Test Scaled Score Elements**

Reading

Record Field Number	GP170
Definition	The reading scaled score achieved by the student.

Writing

Record Field Number	GP180
Definition	The writing scaled score achieved by the student.

Mathematics

Record Field Number	GP190
Definition	The mathematics scaled score achieved by the student.

Social Studies/Citizenship

Record Field Number	GP200
Definition	The social studies/citizenship scaled score achieved by the student.

Science

Record Field Number	GP210
Definition	The science scaled score achieved by the student.

Valid Options

INV	Used for students who have taken the test but for good cause the test was invalidated by the Ohio Department of Education or the school district.
000 – 999	Actual scaled score.

Reporting Instructions. Report the latest scaled score achieved by the student for the given test(s).

☀ **Racial/Ethnic Group Element**

Record Field Number	GP080
Definition	The racial/ethnic group to which the student belongs or with which the student identifies.

Valid Options

W	White, Non-Hispanic: Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
H	Hispanic: Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.
B	Black, Non-Hispanic: Persons having origins in any of the black racial groups in Africa.
A	Asian or Pacific Islander: Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
I	American Indian or Alaskan Native: Persons having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition.
M	Multiracial: Persons having origins in two or more of the above options.

☀ **State Student Identifier (SSID) Element**

Record Field Number	GP220
Definition	The state assigned unique identifier.

Valid Options

Nine-character alphanumeric as assigned by the SSID System

Reporting Instructions. This is required for students who completed high school courses after June 30, 2003.

☀ **Student Name Element**

Record Field Number	GP060
Definition	Name of the student (optional element)

Valid Option

Last, First, Middle/Maiden or Initial

2.4.3 STUDENT ACHIEVEMENT TEST RECORD (GA)

General Guidelines

The results for all Achievement Tests are only reported during the Yearend (N) reporting period. Test records should be reported for all students enrolled during any test administration in the current school year. Report a separate test record per student, per test date, per test subject for all tested grade levels.

For any grade three reading student, a test record must be submitted if the student was enrolled during the fall test administration window and he/she is required to take the “STR” format.

- Any student enrolled during the spring test administration must have a test record submitted if
- (A) they did not take and/or pass the test during the fall administration,
 - or
 - (B) were not enrolled at any time during the fall administration.

Achievement Test Data Elements

The following portion of this section discusses each of the data elements within the Student Achievement Test Record. The elements are organized alphabetically.

☀ **Building IRN - Spring Test Administration Element**

Record Field Number	GA280
Definition	The IRN of the building within the district that the student was enrolled during the spring test administration of the mathematics test, with exceptions for accelerated students. Impacts OGT test records.

Valid Options

- ***** Not Applicable
- Six-digit IRN Valid building IRN within the reporting district

Reporting Instructions. If a student was not enrolled in the district at the time of the spring mathematics test administration, report “*****” in this element. If a student has taken a test multiple times and the highest score was achieved in another building/district, this element should still reflect the IRN of the building within the district that the student was enrolled during the spring math test administration.

This IRN is used to calculate the participation rate at the building, district, and state level as part of the Adequate Yearly Progress (AYP) determination.

Exception - Accelerated Students. In reporting this element, the exception only applies in cases where the student’s acceleration would impact building grade-level boundaries within the district.

For students who are first time whole-grade accelerated

- Reading or mathematics - report the building IRN where the student would have been enrolled if not whole-grade accelerated.

For students who are subject accelerated and in their first year of acceleration

- Reading or mathematics - report the building IRN that matches the overall grade level of the student where the student is enrolled.

For students who are subject accelerated and not in their first year of acceleration

- Report the building IRN where the student would be enrolled if the student was enrolled at the accelerated grade level in the current year.

For students who are subject or whole-grade accelerated

- Writing, science, or social studies - report the building IRN where the student would be enrolled if the student were enrolled at the accelerated grade level in the current year.

This element will be used to determine not only the participation rate for the building, district, and state, but also where the student will count for the proficiency indicator for the building, district, and state if the student met full academic year.

☀ Grade Level of Student at Time of Test Element

Record Field Number	GA220
Definition	The grade level of the student at the time the test was administered for the test score reported.

Valid Options

KG, 01, 02, 03, 04, 05, 06, 07, 08

☀ Raw Score Element

Record Field Number	GA240
Definition	The number of raw score points earned by the student on the test being reported.

Valid Options

- *** Student did not take the test
- 000-999 Raw Test Score
- INV Students who have taken the test but the test was, for good cause, invalidated by the Ohio Department of Education or the school district
- NSA Non-scorable assessment is valid only for the Standards-Based Alternate Assessment

Reporting Instructions. Raw scores will be reported for all alternate (ALT) subject test formats. For reading and writing alternate assessment test records, report the Total Raw Score/ELA on both test records. Do not report the “entry” score provided by the test provider.

The decimal point is assumed and should not be reported in this element.

Example 31.

Reporting Raw Scores
A raw score of 26.5 is to be reported as 265. A raw score of 15 is to be reported as 150.

Reporting raw scores for the standard (STR) format is optional.

☀ Required Test Type Element

Record Field Number	GA215
Definition	The format of the test the student is required to take.

Valid Options

- STR Standard (regular)
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP

Scaled Score Element

Record Field Number	GA230
Definition	The scaled score achieved by a student for the test being reported.

Valid Options

- *** Student did not take the test
- 000-999 Actual scaled score
- INV Students who have taken the test, but the test was, for good cause, invalidated by the Ohio Department of Education or the school district

Reporting Instructions. Scaled scores are required to be reported to ODE for the standard (STR) format of any achievement test administered.

Score Not Reported Element

Record Field Number	GA235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

- * Not Applicable
- A Medical Reasons
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other (e.g., excused absence, incarceration)
- J Student moved in or out of the district before test administered
- K Not required in this district due to part-time student status, home school, nonpublic school
- N Accelerated Student, No Subject Test at Accelerated Grade
- P Due to Timing of Alternate Assessment Determination

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

Option “P” is only valid for a student who enrolls on or after the last day designated for the submission of the collection of evidence to the scoring contractor and

- has an IEP and is required to take an alternate assessment, or
- has an IEP with alternate assessment determination that is made prior to the spring test administration.

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the statewide assessments who did not take one or more of the tests (or alternate

assessment if designated in the student’s IEP). This element will be used for this legislative mandate.

☀ **Subject Element**

Record Field Number	GA205
Definition	The subject of the test administered.

Valid Options

R	Reading: valid for grades 3-8
W	Writing: valid for grades 4 and 7
M	Math: valid for grades 3-8
S	Science: valid for grades 5 and 8
C	Social Studies: valid for grades 5 and 8

☀ **Test Date Element**

Record Field Number	GA210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

Reporting Instructions. If a test was not taken, report the date the test would have been administered. A test which was taken on March 15, 2008, is to be reported in the following format: 200803.

☀ **Test Grade Level Element**

Record Field Number	GA200
Definition	The grade level of the test administered.

Valid Options

03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Reporting Instructions. Report the grade level of the test administered to the student.

If a student is accelerated in a subject that exists at the student’s grade level, as reported on the Student Attributes – Effective Date Record, but there is no such subject test available at the accelerated grade level, report the test grade level of the non-existent test, e.g., student is a 4th grader accelerated to 5th grade in writing: report 5 in the *Test Grade Level Element* and report option “N” in the *Score Not Reported Element*. The option “Y4” in the *Type of Accommodation Element* would also be required in this situation.

☀ **Type of Accommodation Element**

Record Field Number	GA225
Definition	Identifies accommodations the student received when taking the standard format of the test.

Valid Options

**	Not Applicable, student did not take the test
No	No, student did not take the standard (STR) format of the test with accommodations
Y1	Yes, student took the standard (STR) format of the test with 504 plan accommodations

- Y2 Yes, student took the standard (STR) format of the test with IEP accommodations
- Y3 Yes, student took the standard (STR) format of the test with LEP accommodations other than the use of a dictionary and/or extended time
- Y4 Yes, accelerated

Reporting Instructions. If the alternate assessment is administered, then report the option “No” in the *Type of Accommodation Element*.

For students who have been accelerated in one or more subjects and are taking an assessment, or a test record(s) is being reported based upon their acceleration a “Y4” must be reported in this element for the accelerated subject(s). For students who have been accelerated one or more whole-grade levels, reporting “Y4” is optional.

If a score is reported in the *Raw Score or Scaled Score Elements*, then “**” cannot be reported in the *Type of Accommodations Element*.

2.4.4 OHIO GRADUATION TEST RECORD (GX)

General Guidelines

Beginning with the Class of 2007, the Ohio Graduation Tests (OGT) are required for graduation. All five tests (reading, math, writing, science, and social studies) are required to be administered to 10th grade students. Twelfth and eleventh-graders are required to continue to take subjects not yet passed.

Districts are required to report scaled scores to EMIS for the results of the standard (STR) format of all OGT tests. Raw scores are optional for the standard (STR) format of the OGT test.

Only raw scores are to be reported to EMIS for the standards-based alternate assessment (ALT) format in all five subject areas.

As a general guideline, report the subject test record(s) until the student passes the subject test(s). With the exception of summer graduates, all OGT records will be reported during the Yearend (N) reporting period.

If for whatever reason a student is not tested during a required administration (fall and spring), a record for each subject(s) the student should have taken is to be submitted by the district for the most recent test administration for which he/she was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

The optional summer administration of the OGT is required to be reported by the district where the student is first enrolled at the beginning of the school year. Therefore, in situations where a student takes the OGT in the summer in one school district, and then enrolls in a different school district at the beginning of the next school year, the new district where the student is enrolled reports the results during the Yearend (N) reporting period. In this case, the only responsibility of the district where the student took the OGT over the summer is to share the test results with the new district where the student enrolls.

Summer Graduates. OGT test records should be reported for students who were enrolled in the district the previous school year and graduate as a result of taking and passing the summer administration of the OGT. These students would be students who were enrolled in the district the previous school year, took the summer administration of the OGT and graduated from the district prior to the start of the new school year. Report OGT results for these graduates only; all other summer administration results should be reported during the following Yearend (N) reporting period.

Reporting Test Records for First Time 10th Graders. Test records are to be reported for each student enrolled during the test administration in the current school year.

Districts are required to submit one OGT test record for each subject (reading, math, writing, science, and social studies) for each student enrolled in 10th grade for the first time. Therefore, five test records for each student are required to be submitted to ODE during the Yearend (N) reporting period.

Reporting Test Records for Non-First Time Test Takers. Districts are required to submit a subject test record(s) for all non-first time test takers in situations where these students have yet to pass one or more subjects of the OGT. It is optional to report prior year test results.

As a general guideline, report a test record for each subject(s) until the student passes the test.

If a student is not tested during a required administration (fall and/or spring) a record for each test the student should have taken is to be submitted by the district for the most recent test administration for

which the student was enrolled. The appropriate option is to be reported in the *Score Not Reported Element* for these situations.

Ohio Graduation Test Data Elements

The following portion of this section discusses each of the data elements within the OGT record. The elements are organized alphabetically.

☀ Building IRN – Spring Test Administration Element

Record Field Number	GX280
Definition	The IRN of the building within the district where the student enrolled during the spring administration of the mathematics test.

Valid Options

Six-digit IRN Valid building IRN within the reporting district

Reporting Instructions. If a student was not enrolled in the district at the time of the spring mathematics test administration, report “*****” in this element. If a student has taken a test multiple times and the highest score was achieved in another building/district, this element should still reflect the IRN of the building within the district where the student enrolled during the spring math test administration.

For both eleventh-grade and twelfth grade students, report “*****” in this element on OGT test records.

In reporting FY08 test results for a retained 10th grade student, update this element to reflect the building where the student was enrolled during the current year spring administration of the OGT mathematics test.

This IRN is used to calculate the building, district and state participation rate as part of the Adequate Yearly Progress (AYP) determination.

☀ Grade Level of Student at Time of Test Element

Record Field Number	GX220
Definition	The grade level of the student at the time the test was administered, for the score being reported.

Valid Options

10, 11, 12, 13

☀ Raw Score Element

Record Field Number	GX240
Definition	The number of raw score points earned by the student on the test being reported.

Valid Options

NSA

Student did not take the test

Non-Scorable Assessment: this score is reported by the test company and is only valid for the Standards-Based Alternate Assessment.

- INV Assigned to students who have taken the test but for whose test was, for good cause, invalidated by the Ohio Department of Education or the school district.
- 000-999 Raw Test Score: The decimal point is assumed and should not actually be reported in this element.

Reporting Instructions. Raw scores will be reported for all alternate (ALT) subject tests. For the Reading and Writing Alternate Assessment Test Records, report the Total Raw Score/ELA on both test records. Do not report the entry score provided by the testing provider.

Reporting raw scores for the standard (STR) format of the test is optional.

Example 32.

Reporting Raw Scores
A raw score of 26.5 is to be reported as 265. A raw score of 15 is to be reported as 150.

 **Required Test Type Element**

Record Field Number	GX215
Definition	The format of the test the student is required to take.

Valid Options

- STR Standard (regular)
- ALT Alternate Assessment (Standards-based alternate assessment) as required by IEP

 **Scaled Score Element**

Record Field Number	GX230
Definition	The scaled score achieved by the student for the test being reported.

Valid Options

- *** Student did not take the test and/or student took ALT assessment
- INV Assigned to students who have taken the test but whose test was, for good cause, invalidated by the Ohio Department of Education or the school district
- 000-999 Actual scaled score

 **Score Not Reported Element**

Record Field Number	GX235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

- * Not Applicable
- A Medical Reasons
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other (e.g., excused absence, incarceration)
- J Student moved in or out of the district before test administered

- K Not required in this district due to part-time student status, home school, nonpublic school
- P Due to Timing of Alternate Assessment Determination

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

Option “P” is only valid for a student, who enrolls on or after the last day designated for the submission of the collection of evidence to the scoring contractor and

- has an IEP and required to take an alternate assessment, or
- an IEP with alternate assessment determination is made prior to the spring test administration.

According to the Ohio Administrative Code (OAC 3301-13-04) waivers must be requested for all students required to take the statewide assessments who did not take one or more of the tests (or alternate assessment if designated in the student’s IEP). This element will be used for this legislative mandate.

☀ Subject Element

Record Field Number	GX205
Definition	The subject of the test administered.

Valid Options

- R Reading
- W Writing
- M Math
- C Social Studies
- S Science

☀ Test Date Element

Record Field Number	GX210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

Reporting Instructions. If a test was not taken, report the date of the test that would have been administered. For example, a test which was taken on March 15, 2007, is to be reported in the following format: 200703.

☀ Test Grade Level Element

Record Field Number	GX200
Definition	Identifies the grade level of the test administered.

Valid Options

10

☀ **Test Required for Graduation Element**

Record Field Number	GX250
Definition	Indicates if the student is required to meet the proficient performance standard of the test in order to graduate.

Valid Options

- * Not Applicable
- Y Yes, the student needs to achieve at or above the proficient level on this test in order to graduate
- N No, the student does not need to achieve at or above the proficient level on this test in order to graduate

Reporting Instructions. Test records with a required test type of “STR” must report a “Y” or an “N” in this element, unless the record is for a student under the OPT testing requirement. Test records with a required test type of “ALT” must be reported with an “N” in this element unless the record is for a student under the OPT testing requirement.

If a student who is required to pass the ninth-grade OPT in order to graduate decides to replace passage, for one of the OPT tests, with passage on the same test on the OGT, then the *Test Required for Graduation Element* is to be completed on the OPT Record for that subject. The “Not Applicable” option is to be reported for students who are using passage on an OGT as a replacement for passage of an OPT.

A school district may excuse a student with disabilities from meeting the proficient performance standard on one or more of the required tests administered during each school year.

☀ **Type of Accommodation Element**

Record Field Number	GX225
Definition	Identifies accommodations the student received when taking the standard format of the test.

Valid Options

- ** Not Applicable - student did not take the test
- No No - student did not take the standard (STR) format of the test with accommodations
- Y1 Yes - student took the standard (STR) format of the test with 504 plan accommodations
- Y2 Yes - student took the standard (STR) format of the test with IEP accommodations
- Y3 Yes - student took the standard (STR) format of the test with LEP accommodations (other than the use of a dictionary and/or extended time).

Reporting Instructions. If the alternate assessment is administered, then report the option “No” in the *Accommodation Element*.

If a score is reported in the *Raw Score or Scaled Score Element*, then “**” cannot be reported in the *Type of Accommodations Element*.

2.4.5 STUDENT PRESCHOOL ASSESSMENT RECORD (GB)

General Guidelines

The GGG (Get It! Got It! Go!) is required to be administered twice during the academic year: at the beginning of the school year (fall) and also at the end of the school year (spring).

Test Administration Windows. The window to administer the fall preschool assessment is the first day of school through November 14th. The spring assessment window is March 23 through May 1.

Results from the fall administration are to be reported only during the October (K) reporting period. Results from the spring administration should be reported during the Yearend (N) reporting period.

No testing records are to be submitted during the February (C) reporting period.

Who Has to be Assessed

Students without Disabilities. All preschool students without disabilities, ages 3-5 as of December 1, enrolled in a preschool program funded or administered by the Office of Early Learning and School Readiness (EL&SR) are required to be assessed using this instrument.

Programs funded or administered by the Office of Early Learning and School Readiness include:

- Ohio's Early Childhood Education Programs, formerly "State Funded Public Preschool Grantee's"
- State Funded Special Education Preschool Teacher Units
- Public School Districts receiving Early Learning Initiative funds from the Ohio Department of Jobs and Family Services

It is optional to assess and report students from other preschool programs.

A typically developing peer²¹ enrolled at the MRDD in a center-based preschool special education teacher unit is required to be administered the preschool assessment (Get it, Got it, GO!). However, his/her preschool assessment results are not reported through EMIS.

Students with Disabilities. All preschool students with disabilities age 3-5 by December 1 who receive preschool education and/or related services are required to be assessed regardless of the funding source or type of service provided. In addition, all preschool students who only receive preschool special education itinerant services or only receive related services are required to be assessed

Required Reporting. The school district and/or ESC participating in any EL&SR preschool program identified above must submit required Preschool Assessment Records.

The school district and/or ESC providing preschool special education is required to report a Preschool Assessment Record for all preschool students with disabilities, even if it is not funded by EL&SR.

If multiple EMIS reporting entities are providing instructional services, providing related services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) on the Student Standing records from each reporting entity. In general, the entity with the lower value in this element is required to report the testing record.

²¹ Typically developing peers are students without a disability condition who are enrolled in a center-based special education class with students with disabilities.

For example, if one entity is providing instruction (a value of “1”) and another entity is providing services only (a value of “2”), only the instructing entity must report the testing record. If more than one entity has the lowest value and one of the lowest entities is the student’s resident district, then only the resident district reports the testing record. If more than one entity has the lowest value and none of the lowest entities is the student’s resident district, then all of the lowest entities must report a testing record.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to report a student as receiving instruction from the resident district during the testing window (e.g., the student moved during the testing window.) In this case, both resident districts would have to report a testing record. For districts with multiple values for the District Relationship Element (FS140) for the same student during a testing window, the lowest value for that reporting entity will be used in the cross-district determination of reporting responsibility.

A Preschool Assessment Record is required for typically developing peers enrolled in a state funded preschool special education center-based class at a public school district, ESC, or JVSD.

MRDD Students. For a preschool special education student attending an MRDD, the results of the assessment are to be reported by their resident school district.

A typically developing peer enrolled at the MRDD in a center-based preschool special education teacher unit is required to be administered the preschool assessment (Get it, Got it, GO!). However, his/her preschool assessment results are not reported through EMIS.

Reporting Test Results. Because this test is not scored by an outside scoring company, and is both administered and scored at the local level, the district or ESC is responsible for entering the scores on this record.

Student Mobility. Student mobility does not apply to children with disabilities. All disabled students are reported regardless of the funding source of the district/building where they began, or moved to during the school year. Both the previous and current district/building are responsible for reporting the score as assessed by the district/building that had the child during the test administration window.

The following section applies to children without disabilities.

1. State Funded District into State Funded District

If a student moves from one district/ESC that was allocated state funds for a preschool program(s) into another district/ESC also allocated state funds for a preschool program(s) during the test administration window, then both districts are required to submit a Preschool Assessment Record. The new district should obtain and report the results from the prior district’s administration unless the student had not yet been tested in the first district. In this case, the new district would test the student and report those results and the prior district would still report a test record because the student was enrolled during the test administration.

2. Non-State Funded District into State Funded District

If a student moves from a district that is not allocated any of the state funds mentioned above for a preschool program(s) during a test administration into a district/ESC that is allocated state funds for one of the preschool program(s), then the state funded district/ESC is required to report a Preschool Assessment Record. The non-state funded district has no responsibility to report a Preschool Assessment Record.

3. State Funded District into Non-State Funded District

If a student moves from a district that is allocated any of the state funds mentioned above for a preschool program(s) during a test administration, into a district that is not allocated any

state funds for a preschool program(s) as mentioned above, then the district/ESC that was allocated the state funds for the preschool program(s) is responsible for reporting a Preschool Assessment Record. The non-state funded district does not have any responsibility to report a Preschool Assessment Record.

If the assessment is given multiple times during the spring administration period to a student, then only the first set of scores from the spring administrations should be reported to ODE on the Preschool Assessment Record. Likewise, if the assessment is given multiple times during the fall administration period to a student, then only the first set of scores from the fall administration should be reported to ODE.

Optional Reporting. It is optional to submit a Preschool Assessment Record for students without a disability who are enrolled in preschool programs that are not funded by one of the EL&SR programs listed above.

Preschool Assessment Test Data Elements

The following portion of this section discusses each of the data elements within the Student Preschool Assessment Record. The elements are organized alphabetically.

 **Raw Score Elements**

Picture Naming

Record Field Number	GB240
Definition	The total score achieved by the student in the “Picture Naming” section of the test.

Rhyming

Record Field Number	GB250
Definition	The total score achieved by the student in the “Rhyming” section of the test.

Alliteration

Record Field Number	GB260
Definition	The total score achieved by the student in the “Alliteration” section of the test.

Valid Options

- *** Not Applicable - Student did not take the test
- PNO Parents request results not reported to the state (ORC § 3301.0714, [o])
- UNS Unable to answer sample items
- 000-096 Report the actual score of the student for the corresponding section

Valid score ranges for each section of the test are as follows:

- 000-096 Picture Naming Score (GB240)
- 000-048 Rhyming Score (GB250)
- 000-040 Alliteration Score (GB260)

Scores should be reported as follows:

- 45 as 045
- 5 as 005

Reporting Instructions. Report a valid numeric score, in some cases this may be 0, for each section of the test for which the student is able to answer sample items.

The first section that is administered is the picture naming section. If the student is unable to answer the sample items in this section of the test, then he/she is not administered any of the three sections of the test. In this case, the “UNS” option is to be reported in *Picture Naming Score Element* and “***” in the *Rhyming Score Element* and *Alliteration Score Element*. Report an “*” in the *Score Not Reported Element*.

If the student is able to answer the sample items in the picture naming section, then report the score he/she received on the picture naming section in the *Picture Naming Score Element*. At this point, the student is given sample items in the next section(s) (either rhyming or alliteration, in any order) of the test. If the student is not able to answer the sample items, then report a “UNS” in the corresponding score element for the section for which he/she was not able to answer the sample items. Report an “*” in the *Score Not Reported Element*. If the student was able to answer sample items in either the rhyming or alliteration sections, then report the students score in the corresponding element for that section.

It is possible that the student is not able to answer sample items in the rhyming section but is able to answer the sample items in the alliteration section (or vice versa). Therefore, it is possible to report a numeric score in the *Picture Naming Score Element*, a “UNS” in the *Rhyming Score Element*, and a numeric score in the *Alliteration Score Element*.

☀ **Required Test Type Element**

Record Field Number	GB215
Definition	The format of the test the student is required to take.

Valid Options

STR Standard (regular)

☀ **Score Not Reported Element**

Record Field Number	GB235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

- * Not Applicable
- A Medical Reasons
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- F Other (reason not listed)
- J Student moved in or out of district before test administered
- L Student has a disability condition and is deaf and/or blind and is not required to take the test

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

☀ **Test Grade Level Element**

Record Field Number	GB200
Definition	Identifies the grade level of the test administered.

Valid Options

PS Preschool

☀ **Test Date Element**

Record Field Number	GB210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

Reporting Instructions. If a test was not taken, report the date of the test that would have been administered.

If the portions of the assessment were administered over multiple days, report the day the student began the first portion of the assessment.

A test taken on March 15, 2008, is to be reported in the following format: 200803.

☀ **Type of Accommodation Element**

Record Field Number	GB230
Definition	Identifies accommodations the student received when taking the standard format of the test.

Valid Options

** Not applicable; only used if the student did not take the test
 No No, student did not take the test with accommodations
 Y2 Yes, student took the test with IEP accommodations

Reporting Instructions. If a score is reported in the *Raw Score Element*, then “**” cannot be reported in the *Type of Accommodations Element*.

2.4.6 KINDERGARTEN READINESS ASSESSMENT – LITERACY RECORD (GO)

General Guidelines

The Kindergarten Readiness Assessment – Literacy (KRA-L) is required to be administered to kindergarten students no earlier than four weeks prior to the first day of school and not later than the first day of October. Traditional Ohio public school districts and community schools are required to administer the KRA-L. The assessment may be administered to a student prior to the student’s enrollment in kindergarten, but in no case shall the results of the readiness assessment be used to prohibit a student from enrolling in kindergarten.

All kindergarten students enrolled no later than October 1 are required to take the KRA-L, with a few exceptions:

- LEP students who have been enrolled in US schools for **no** more than 180 school days and students with disabilities who are deaf and/or blind.

The KRA-L Record is reported only during the October (K) reporting period.

- Traditional public school districts and community schools are required to submit a KRA-L Record for each kindergarten grade level student enrolled during the test administration window and October Count Week.
- If a kindergarten student takes the KRA-L in one district and then moves to a different district prior to October Count Week, then the district in which the student is enrolled during October Count Week is responsible for reporting the KRA-L Record for that student.

Reporting Test Results. The KRA-L is both administered and scored by district personnel. There is no third party testing company which scores the assessment and then sends the results back to the district. Therefore, the raw score from each student’s assessment needs to be entered on the KRA-L Record by school district personnel.

As a general guideline, if a student was administered a KRA-L two or more times, the results of the first administration are required to be reported.

Kindergarten Students at an MRDD or ESC. If a kindergarten student receives most of or all of his/her instruction at the Educational Service Center or the County Board of MRDD, then the district of residence is responsible for reporting the KRA-L Record.

If a student is not required to be tested but takes the test, such as a recently arrived LEP student who has been enrolled in US schools for **no** more than 180 school days; then a record should be submitted with a valid score and the appropriate accommodations (if any)

Retained Kindergarten Students. Retained kindergarten students are not required to be administered the KRA-L. Therefore, school districts are not to submit a KRA-L Record for students who are retained. Students reported with the option of “1” in *Retained Status Element*, found on the Student Attributes- No Date Record, are considered retained and therefore, ODE is not expecting a KRA-L Record for these students. All other options reported in the *Retained Status Element* for students with a grade level of kindergarten are required to be reported with a KRA-L Record.

Reporting Tools. Suggested data collection tools, which can be used to assist in collecting data for this record, can be found on the EMIS web-site under “Other Resources”.

KRA-L Test Data Elements

The following portion of this section discusses each of the data elements within the KRA-L Record. The elements are organized alphabetically.

☀ Required Test Type Element

Record Field Number	GO215
Definition	The format of the test the student is required to take.

Valid Options

STR Standard (regular)

☀ Score Not Reported Element

Record Field Number	GO235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

- * Not Applicable
- A Medical Reasons
- B Parent Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other (than listed above)
- J Student moved in or out of the district before test administered
- K Not required in this district due to part-time student status, home school, nonpublic school
- L Student has a disability condition and is deaf and/or blind and is not required to take the test

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

☀ Subject Element

Record Field Number	GO205
Definition	The subject of the test administered.

Valid Option

R Reading

☀ Test Date Element

Record Field Number	GO210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month



Reporting Instructions. If a test was not taken, report the date of the test that would have been administered.

A test taken on September 15, 2007, is to be reported in the following format: 200709.

 **Total Score Element**

Record Field Number	GO240
Definition	The total score achieved by the student.

Valid Options

- *** Not Applicable - Student did not take the test
- PNO Parents request results not reported to the state
- 000-029 Valid Score (No decimal points)

Reporting Instructions. ORC § 3301.0714, section [o] indicates that “no district shall be required to report to the department the results of any diagnostic assessment administered to a kindergarten student if the parent of that student requests the district not to report those results.”

Therefore, if a student takes the test, but the parent does not want results reported to the state, the district would report “Total Score” = PNO - Parents request results not be reported to the state.

A score of 15 is reported as 015.

 **Type of Accommodation Element**

Record Field Number	GO225
Definition	Identifies accommodations the student received when taking the standard format of the test.

Valid Options

- ** Not Applicable (only used if the student did not take the test)
- NO No, student did not take the test with accommodations
- Y1 Yes, student took the test with 504 plan accommodations
- Y2 Yes, student took the test with IEP accommodations

Reporting Instructions. If a score is reported in the *Total Score Element*, then “**” cannot be reported in the *Type of Accommodations Element*.

2.4.7 STUDENT PRESCHOOL ASQ/SE ASSESSMENT RECORD (GS)

General Guidelines

All preschool students with disabilities, ages 3-5 as of December 1, enrolled in a preschool special education center-based program or receiving itinerant services or receiving only related services, are required to be assessed using this instrument.

Same-aged, typically developing peers enrolled in the preschool special education program may also be assessed, but these scores will not be reported in EMIS.

Test Administration Windows. The ASQ/SE (Ages & Stages Questionnaire/Social Emotional) is to be administered at least twice during the academic year: once at the beginning of the school year (fall) and once at the end of the school year (spring).

The administration windows are:

- Fall - beginning of the school year until December 1
- Spring - Dec. 2 until May 15

If a child is 3 years old as of December 1 and transitioned from Help Me Grow (Department of Health), assessment results from Help Me Grow (if available) are reported. The date of assessment administration can be before July 1. If this date is before July 1, only the 30 month record is reported. If there are no results from Help Me Grow, the district administers the assessment and reports the results.

Reporting Test Results. All preschool students with a disability are required have an ASQ/SE Test Record reported. The ASQ/SE Test Record is reported twice annually. This record is reported during both the October (K) and Yearend (N) reporting periods.

Any preschool child with a disability enrolled for one or more days between the first day of school and December 1 will have a test record reported during the October (K) reporting period. Likewise, if a preschool child is enrolled one or more days after December 1 a test record will be reported during the Yearend (N) reporting period.

The assessment may be administered more than twice a year for ongoing monitoring of child progress and effectiveness of interventions. If the assessment is administered multiple times between July 1 and December 1, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled the previous year, report the score from the most recent assessment (or last score) as of December 1.

If the assessment is given multiple times between December 2 and yearend, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled prior to December 2 who has fall scores reported in the October (K) reporting period, report the final score as of May 15.

Any child who will be 6 as of December 1 or older than 65 months at any time during the school year should have a final assessment by 65 months of age.

Reporting Requirements. The school district and/or ESC providing the preschool special education program is required to submit the Preschool ASQ/SE Assessment Record for students enrolled in these programs.

If multiple EMIS reporting entities are providing instructional services, providing related services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) on the Student Standing records from each reporting entity. In general, the entity with the lower value in this element is required to report the testing record.

For example, if one entity is providing instruction (a value of “1”) and another entity is providing services only (a value of “2”), only the instructing entity must report the testing record. If more than one entity has the lowest value and one of the lowest entities is the student’s resident district, then only the resident district reports the testing record. If more than one entity has the lowest value and none of the lowest entities is the student’s resident district, then all of the lowest entities must report a testing record.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to report a student as receiving instruction from the resident district during the testing window (e.g., the student moved during the testing window.) In this case, both resident districts would have to report a testing record. For districts with multiple values for the District Relationship Element (FS140) for the same student during a testing window, the lowest value for that reporting entity will be used in the cross-district determination of reporting responsibility.

If children are being served by an MR/DD, the district of residence responsible for placement submits the ASQ/SE Test Record for students enrolled in these programs.

Student Preschool ASQ/SE Data Elements

The following portion of this section discusses each of the data elements within the Student Preschool ASQ/SE Test Record. The elements are organized alphabetically.

☀ Required Test Type Element

Record Field Number	GS215
Definition	The format of the test the student is required to take.

Valid Option

STR Standard (regular)

☀ Score Element

Record Field Number	GS240
Definition	Total score for the assessment.

Valid Options

*** Not Applicable – student did not take test
 PNO Parents request results not be reported to the state
 000-495 Valid range of actual scores

Reporting Instructions. Note that the maximum possible score varies by the level of assessment given:

Level of Assessment	Score Range
30 Months	0-435
3 Year	0-465
4 or 5 Year	0-495

 **Score Not Reported Element**

Record Field Number	GS235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

- * Not Applicable
- A Medical Reason
- B Parent Refusal
- D Suspension/Expulsion
- F Other (reason not listed)
- J Student moved in or out of district before test administered
- O Student Older than Maximum Age for ASQ/SE Assessment

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

 **Test Date Element**

Record Field Number	GS210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

 **Test Level Element**

Record Field Number	GS200
Definition	The level of the test being taken.

Valid Options

- 30 30 Months (27-32 months of age)
- 03 3 Years (33-41 months of age)
- 04 4 Years (42-53 months of age)
- 05 5 Years (54-65 months of age)

Reporting Instructions. The level (or form) of the assessment to use is determined by the student’s age in months at the time of assessment. Note that once a student reaches 5 years and 6 months of age (66 months), there is no longer a form of the assessment that can be given.

For younger students, the 30 Month form may not be given by the district. Since a student must be age 3 by December 1 to be reported as a preschool student with a disability, districts will give the 3 Year form to the youngest students enrolled in their program. The option for a 30 Month score is provided in case the Early Intervention/Help Me Grow under the Ohio Department of Health provides a 30 Month score during the transition process for students moving from Part C to Part B of special education. If a 30 Month score is reported, EMIS will also expect a preschool transition conference date (PSTC) to be reported for the student (see the [Special Education Record](#) for information on this date).

2.4.8 STUDENT PRESCHOOL ECO ASSESSMENT RECORD (GM)

General Guidelines

All preschool students with a disability are required to be assessed using the Early Childhood Outcome (ECO) Assessment instrument. The ECO is a record of progress on specific outcomes as required by federal law.

Same-aged, typically developing peers enrolled in the same preschool special education program may also be assessed but these scores will not be reported in EMIS.

Test Administration Windows. The ECO is to be administered at least twice during the academic year: at the beginning of the school year (fall) and at the end of the school year (spring).

The administration windows are:

- Fall - beginning of school until December 1
- Spring - December 2 until May 15

Reporting Test Results. All preschool students with a disability are required have an ECO Test Record reported. The ECO Test Record is reported twice annually. This record is reported during both the October (K) and Yearend (N) reporting periods.

Any preschool child with a disability enrolled for one or more days between the first day of school and December 1 will have a test record reported during the October (K) reporting period. Likewise, if a preschool child is enrolled one or more days after December 1 a test record will be reported during the Yearend (N) reporting period.

The assessment may be administered more than twice a year for ongoing monitoring of child progress and effectiveness of interventions. If the assessment is administered multiple times between July 1 and December 1, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled the previous year, report the score from the most recent assessment (or last score) as of December 1.

If the assessment is given multiple times between December 2 and yearend, the following applies:

- For a newly enrolled child, only the first set of scores is reported to EMIS.
- For a child enrolled prior to December 2 who has fall scores reported in the October (K) reporting period, report the final score as of May 15.

Over the course of enrollment in preschool, the data reported should include information about when the child entered preschool special education and when they exited preschool special education.

The final ECO summary would be completed at the end of the preschool experience or, i.e., when exiting preschool.

Reporting Requirements. The school district and/or ESC providing the preschool special education service is required to submit the Preschool Assessment ECO Record for students enrolled in these programs.

If multiple EMIS reporting entities are providing instructional services, providing related services, and/or required to report the same student, then the entity required to report the assessment record is determined by the value of the District Relationship Element (FS140) on the Student Standing records from each reporting entity. In general, the entity with the lower value in this element is required to report the testing record.

For example, if one entity is providing instruction (a value of “1”) and another entity is providing services only (a value of “2”), only the instructing entity must report the testing record. If more than one entity has the lowest value and one of the lowest entities is the student’s resident district, then only the resident district reports the testing record. If more that one entity has the lowest value and none of the lowest entities is the student’s resident district, then all of the lowest entities must report a testing record.

Since an individual student may have multiple Student Standing records reported, it is possible for more than one entity to report a student as receiving instruction from the resident district during the testing window (e.g., the student moved during the testing window.) In this case, both resident districts would have to report a testing record. For districts with multiple values for the District Relationship Element (FS140) for the same student during a testing window, the lowest value for that reporting entity will be used in the cross-district determination of reporting responsibility.

If children are being served by an MR/DD, the district of residence responsible for placement submits the ECO Record for students enrolled in these programs.

Student Preschool ECO Data Elements

The following portion of this section discusses each of the data elements within the Student Preschool ECO Record. The elements are organized alphabetically.

☀ Assessment Area Element

Record Field Number	GM200
Definition	Identifies which outcome summary assessment area is being reported.

Valid Options

- E Positive Social-Emotional Skills
- K Acquiring and Using Knowledge and Skills
- T Taking Appropriate Action to Meet Needs

Reporting Instructions. All three assessment areas must be reported every submission.

☀ Progress Element

Record Field Number	GM245
Definition	Identifies if student made progress.

Valid Options

- * Not Applicable - student was not assessed
- F First Assessment - This record represents the first ECO assessment for this student, so progress is not relevant
- N No - The student has not shown any new skills or behaviors related to the assessment area
- Y Yes - The student has shown new skills or behaviors related to the assessment area

Reporting Instructions. Progress element refers to whether the child has shown any new skills or behaviors since the last outcomes summary.

☀ **Required Test Type Element**

Record Field Number	GM215
Definition	The format of the test the student is required to take.

Valid Options

STR Standard (regular)

☀ **Score Element**

Record Field Number	GM240
Definition	Total score for the assessment.

Valid Options

* Not Applicable-student was not assessed
 P Parents request results not be reported to the state
 1-7 Valid range of actual scores

Reporting Instructions. Score refers to the level of age appropriate functioning exhibited by the child on a scale from 1 to 7.

☀ **Score Not Reported Element**

Record Field Number	GM235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

* Not Applicable
 A Medical Reason
 B Parent Refusal
 D Suspension/Expulsion
 F Other (reason not listed)
 J Student moved in or out of district before test administered

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

☀ **Test Date Element**

Record Field Number	GM210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

2.4.9 OHIO TEST OF ENGLISH LANGUAGE ACQUISITION RECORD (GF)

General Guidelines

Results from the Ohio Test of English Language Acquisition (OTELA) administered during spring of the current school year are reported during the Yearend (N) reporting period on the Ohio Test of English Language Acquisition Record.

One record is to be submitted by the district that administers the OTELA for each student identified as Limited English Proficient (LEP).

One OTELA Record is required to be submitted for each student with a “Y”, or “L” option reported on the *LEP Status Element* on the Student Demographic Record. Beginning in FY08, an OTELA Record is also required for students with an *LEP Status Element* of “M”.

Ohio Test of English Language Acquisition Elements

The following portion of this section discusses each of the data elements within the Ohio Test of English Language Acquisition Record. The elements are organized alphabetically.

☀ Composite Performance Level Element

Record Field Number	GF300
Definition	The composite performance level for the student as reported by the test vendor.

Valid Options

- * Not Applicable
- I Invalidated Score
- 1-5 Performance Level

☀ Grade Level of Student at Time of Test Element

Record Field Number	GF220
Definition	The grade level of the student at the time the test was administered for the score reported.

Valid Options

- KG-12
- 13
- 23

☀ OTELA Score Elements

Reading Domain

Record Field Number	GF240
Definition	The scaled score achieved by the student in the reading domain of the OTELA.

Writing Domain

Record Field Number	GF250
Definition	The scaled score achieved by the student in the writing domain of the OTELA.

Listening Domain

Record Field Number	GF260
Definition	The scaled score achieved by the student in the listening domain of the OTELA.

Speaking Domain

Record Field Number	GF270
Definition	The scaled score achieved by the student on the speaking domain of the OTELA.

Comprehension Domain

Record Field Number	GF280
Definition	The scaled score achieved by the student in the comprehension domain of the OTELA.

Valid Options

- 000-999 Actual Score
- INV Assigned to students who have taken the test but for good cause the test was invalidated by the Ohio Department of Education or school district.
- *** Not Applicable – Student did not take the test.

Reporting Instructions. The score is to be right justified. Therefore, when reporting a score on the OTELA *Score Elements*, a leading zero(s) should be included when the score does not fill the entire length of the field. For example, a score of 23 in a test score is to be reported as 023.

☀ Required Test Type Element

Record Field Number	GF215
Definition	The format of the test the student is required to take.

Valid Options

- STR Standard (regular)

☀ Score Not Reported Element

Record Field Number	GF235
Definition	Identifies the reason the student did not take a required test and/or does not have a score to report.

Valid Options

- * Not Applicable
- A Medical Reasons
- B Parental Refusal
- C Student Refusal
- D Suspension/Expulsion
- E Truancy
- F Other
- J Student moved in or out of district before test administered

Reporting Instructions. The “J” option may be used for students who are enrolled at the beginning of the test administration window but move out of the district before the “subject” test is administered.

tered. It may also be used for students who move into the district at the very end of the administration window and there is not enough time to test the student in all required areas. Please refer to the assessment information on the ODE website for further information.

☀ **Test Date Element**

Record Field Number	GF210
Definition	The date the test was administered.

Valid Options

YYYYMM Year, Month

Reporting Instructions. A test that was taken on March 15, 2005, is to be reported in the following format: 200503.

☀ **Type of Accommodation Element**

Record Field Number	GF225
Definition	Identifies if accommodations were provided to the student when taking the standard format of the test.

Valid Options

NO No, student did not take the test with accommodations
 Y1 Yes, student took the test with 504 plan accommodations
 Y2 Yes, student took the test with IEP accommodations

2.4.10 CTE STUDENT ASSESSMENT RECORD (GY)

General Guidelines

The State Board of Education has approved career-technical performance measures that require school districts to assess students in workforce development programs with a CTE Technical Assessment. This requirement pertains to any secondary student who is in the last class of a series of career-technical classes. Such students are considered to be “concentrators” within a program. For students taking modular assessments, they should take these modules over the course of their two-year program.

One record per student should be reported for each student who takes the CTE Technical Assessment Test or Career Paths for the Teaching Professions Portfolio Assessment. CTE Assessment Records are reported during the Yearend Reporting period.

Contact Information

Please refer to the Office of Career-Technical and Adult Education (CTE) web site for additional information on rules and legislation, test implementation dates, scoring standards and up-to-date information on CTE Assessments. Information about the CTE Technical Assessments and Career Paths for the Teaching Professions Portfolio Assessment is located on the Ohio Department of Education’s web site.

CTE Assessment Elements

The following portion of this section discusses each of the data elements within the CTE Assessment Record. The elements are organized alphabetically.

☀ Career Paths for the Teaching Professions – Portfolio Score Element

Record Field Number	GY890
Definition	The score for students enrolled in the 090011 Career Paths for the Teaching Professions course.

Valid Options

- ** Student is not required to complete the portfolio assessment
- NP Student was required to take the portfolio assessment; however, no portfolio was completed
- 00-98 Valid Score

Reporting Instructions. This field should only be completed for students enrolled in the Career Paths for the Teaching Professions Course; 090011. This course prepares students for entry level technical and professional career options within the teaching professions.

The Portfolio Assessment Score (based on a rubric designed by CTE) will be a two-digit numeric score ranging from “00” to “98” with “98” being the maximum score.

☀ CTE Technical Assessment Code Element

Record Field Number	GY760
Definition	Indicates the type of Career-Technical assessment the student took.

Valid Options

- *** CTE Test Code not required
- 01EA Accounting
- 02MA Administrative Office Technology
- 02EA Administrative Office Technology

03DA	Agricultural Production Core
03DB	Agricultural Production Core and Beef and Sheep Production
03DC	Agricultural Production Core and Dairy Production
03DD	Agricultural Production Core and Poultry Production
03DE	Agricultural Production Core and Swine Production
05DA	Agricultural/Industrial Mechanical Technician
07EA	Heating, Ventilation, Air-conditioning, and Refrigeration
08DA	Animal Management Technician
09EA	Auto Collision Technician
10DA	Auto Mechanics
12EA	Building and Property Maintenance
13EA	Business Administration and Management
15MA	Carpentry
15EA	Carpentry
16FA	Early Childhood Education and Care
18MA	Visual Communications
18EA	Visual Communications Art
19DA	Commercial Photography
23MA	Dental Assistant
23EA	Dental Assistant
24EA	Diesel Mechanics
25HA	Diversified Health Occupations
26MA	Drafting
26EA	Drafting
27MB	Electrical Trades
27EA	Electrical Trades
28MA	Electronics
28EA	Electronics
30FA	Entertainment Marketing
34EA	Food Management, Production, and Service
36MB	Marketing Technology
36EA	Marketing Technology
38MA	Graphic Communications
38EA	Graphic Communications
39DA	Natural Resources and Forest Industry Worker
39DB	Natural Resources and Resource Conservation
40FA	Hospitality
41DA	Travel and Tourism Marketing
42EA	Industrial Maintenance
43FA	Criminal Justice
44EA	Precision Machine Technologies
45DA	Masonry
46DA	Meat Processor
47FA	Medical Assistant
53DA	Horticulture Core and Floriculture and Greenhouse Worker
53DB	Horticulture Core and Turf and Landscape Worker
53DC	Horticulture Core and Nursery and Garden Worker
56DA	Power Equipment Technology
59EA	Welding
80MB	Core Information Technology
81MB	Information Support and Technology

- 82MB Network Systems
- 83MB Programming and Software Development
- 84MB Interactive Media

☀ **CTE Technical Assessment Score Element**

Record Field Number	GY770
Definition	The actual score assigned to a student's performance on the CTE Technical Assessment being reported.

Valid Options

- *** Not Applicable - Student did not take the CTE Technical Assessment
- 000-100 Valid test score

☀ **EMIS Student ID Element**

Record Field Number	GY050
Definition	The locally determined EMIS student ID.

Valid Options

- 9 Characters

2.4.11 STUDENT CTE INDUSTRY ASSESSMENT RECORD (GU)

General Guidelines

Industry assessments are technical assessments developed by industry associations or state licensing agencies. Many students in CTE Workforce Development programs are not required to take an industry assessment. Students may take an industry assessment either while still enrolled in the CTE program or after completing the CTE program. If a student takes an industry assessment while still enrolled in a CTE program, the district should report the industry assessment during the Yearend (N) reporting period. If a student takes an industry assessment after completing the CTE program, but before the next March (D) reporting period, the district should report the industry assessment during the March (D) reporting period.

A student who is eligible to be reported during the March (D) reporting period is a student who has been reported as a CTE Concentrator and the student left school during the previous school year. These students will be extracted from the ODE database and districts will not be able to add additional students for the March (D) reporting. Therefore, for the March (D) reporting period, CTE Industry Assessments will only be able to be reported for students that already exist in the March (D) database. If a student has not been extracted into the March (D) database by ODE a CTE Industry Assessment will not be able to be reported for the student.

Reporting Instructions. A CTE Industry Assessment Record is to be reported for all students who have been reported as a CTE Concentrator and who took an industry assessment that is listed as an option for the *Industry Assessment Element*. If a student takes the same industry assessment more than once, only report the results from the last assessment. If a student takes more than one industry assessment, report all assessments that the student takes. If a student took an industry assessment but was not reported as a CTE Concentrator, do not report a CTE Industry Assessment Record for the student.

If a student takes an industry assessment while still enrolled in a CTE program the industry assessment can be reported for the student during the Yearend (N) reporting period. If a student took an industry assessment before the March (D) reporting period following the year that the student was reported as leaving school, report the assessment that the student took during the March (D) reporting period. If an industry assessment was reported during the Yearend (N) reporting period, do not report that same assessment during the March (D) reporting period, unless the student re-took the assessment.

☀ *CTE Industry Assessment Code Element*

Record Field Number	GU060
Definition	Indicates the CTE Industry Assessment the student took.

Valid Options

- 100 HVAC – National Construction Career Test – National Center for Construction Education and Research
- 120 Automotive Youth Educational Systems (AYES) End of Program 140 National Automotive Technician Education Foundation (NATEF) End of Program Test
- 160 Carpentry Level One - National Construction Career Test – National Center for Construction Education and Research
- 180 Student Electronics Technician (SET) Exam – Electronics Technicians Association International (ETA)
- 200 SENSE Level 1 Test – American Welding Society
- 220 Ohio-Materials Joining Technologies
- 240 Ohio-Fuel Cell Technologies

- 260 Welding- National Construction Career Test - National Center for Construction Education and Research
- 300 Project Lead the Way – Introduction to Engineering Design Part C
- 320 Project Lead the Way – Principles of Engineering Part A and C
- 340 Project Lead the Way – Digital Electronics Part C
- 360 Project Lead the Way – Computer Integrated Manufacturing Part C
- 380 Project Lead the Way – Civil Engineering and Architecture Part C
- 400 Certified Ohio Dental Assistant (CODA) -Examination
- 420 National Council Licensure Examination for Licensed Practical /Vocational Nurses (NCLEX-PN) - Ohio Board of Nursing
- 440 Nurse Assistant - State Tested Nurse Aide Examination (STNA) - Ohio Department of Health
- 460 Diversified Health Occupations - State Tested Nurse Aide Examination (STNA) - Ohio Department of Health
- 480 ProStart Certificate of Achievement -National Restaurant Association Education Foundation
- 500 Ohio - Computational Science and Engineering
- 540 Barber License Examination Ohio State Barber Board
- 560 Cosmetology License Examination Ohio State Board of Cosmetology

 **CTE Industry Assessment Results Element**

Record Field Number	GU070
Definition	Indicates whether the student passed or did not pass the CTE Industry Assessment

Valid Options

- P Student passed the CTE Industry Assessment
- N Student did not pass the CTE Industry Assessment

Reporting Instructions. Report the latest CTE Industry Assessment results, based upon whether the student passed or did not pass the identified CTE Industry Assessment.

2.5 STUDENT COURSE RECORD (GN)

General Guidelines

It is mandatory to report all courses separately for students in grades K-12. Therefore, a separate Student Course Record will have to be reported for every course in which the student is participating, even if two or more courses are being taught by the same teacher.

The only exceptions are the preschool courses. These are still to be reported as self-contained courses.

In situations where school districts are contracting with Educational Service Centers and/or other EMIS reporting entities, the school district is responsible for reporting Student Course Records, with the exception of preschool courses. The school district will report the Student Course Records and the Staff Course Master Records of the staff teaching the students at the ESC.

In general, all students that have at least one Student Standing Record reported with a Student Percent of Time (FS120) that is greater than zero should have courses reported or have the preschool itinerant program code (220100) reported. In addition, students that have any Student Standing Record reported with a Sent to Percent of Time (FS220 or FS250) greater than zero for the following Sent Reasons (FS200 or FS230) should have courses reported for the student:

- PS – Post Secondary Enrollment Option Program Participant,
- PI – Proprietary Institution Program Placement, and
- NP – Non-public school placement at district expense.

During the October (K) reporting period, report the Student Course Records and Staff Course Master Records for ALL courses in accordance with the instructions below, including:

- Year-long courses (i.e., courses offered for the entire school year), and
- Any other courses offered during the school year, such as courses offered during the second semester only or courses that span five or six-week periods.

See Appendix C for a complete list of course subject codes and definitions.

Reporting Preschool Courses

As indicated above, preschool courses are to be reported as self-contained courses. Do not report a separate course record for each course/subject in which the preschool student is participating, such as reading, math, etc. The following self-contained course codes are applicable for preschool students/teachers:

180050	Early Childhood Education (Ages 0-2)
180108	Preschool program in a self-contained classroom, this includes course related to ELI, ECE, Federal Head Start, and other local programs.
196095	Early Education of the Handicapped (Ages 3-6)

Preschool students are not to be reported in February (C), therefore preschool courses are also not to be reported in February.

Reporting Special Education Preschool Courses. Students who are receiving center-based preschool special education services are to be scheduled with a Local Classroom Code of a special education teacher with a course subject code of 196095 and a course type of D08. The following students may also be scheduled into a class with the course code of 196095.

- Regular or “Typically Developing Peers” in the same class as preschoolers with disabilities, being taught by a preschool special education teacher, should be scheduled with the same Lo-

cal Classroom Code of the preschool special education teacher found on that staff's Master Course Record. The course code should be 196095.

Students receiving preschool special education itinerant services are reported with a program code (220100) for itinerant services. If the student is receiving preschool itinerant services and also center-based services, then both a Student Course Record (showing the local classroom code of the special education teacher) and also a Student Program Record, with the itinerant services program code and the itinerant teacher's state ID, are to be reported for the student.

Reporting Regular Preschool Courses. Each non-disabled student reported with a "PS" in the *Grade Level Element* is required to have at least one Student Course Record reported with an appropriate local classroom code. All regular preschool courses are to be reported with a course type of P08. It is possible that a non-disabled preschool student is enrolled in a center-based special education course (196095 course code) as a typically developing peer (as noted above). If this typically developing peer is not "dually enrolled" into another preschool class (such as a locally funded preschool class), then this is the only course code that is required for him/her. If he/she is dually enrolled into another class, such as a locally funded preschool class, then he/she is reported with two Student Course Records: one with the local classroom code of the 196095 course code and one with the local classroom code of the 180108 course code.

A student enrolled in the Early Childhood Education grant program is required to be scheduled into the "180108" course. Only those students who are scheduled into this preschool course (and who meet the income eligibility requirements and admission requirements) will count towards the grantee's preschool child count. The number of students scheduled into this course is used to determine the state-funded Early Childhood Education Grant head count as of December 1. This head count is the baseline for the Early Childhood Education Grant allocation for the following school year. Please note: that the Early Childhood Education head count is different from the federal December Child Count for students with disabilities.

Dually Enrolled Students. Any student who is dually enrolled into two preschool programs (e.g., courses 196095 and 180108) is required to be scheduled into both preschool courses and should have two Student Course Records reported for him/her.

Reporting Course Records for Students Without Disabilities, K-12

A separate Student Course Record must be submitted for each course/subject in which the student is taught. This includes courses that are taught by the same teacher and courses that are taught by different teachers.

Example 33.

If Mrs. Smith, a Kindergarten teacher, is teaching math, reading, science, and social studies to the same group of students, in the same building, at roughly the same time, then a separate Student Course Record, with a unique Local Classroom Code for each subject, would be reported for math, reading, science, and social studies. In this case, four Student Course Records would be reported for each student in Mrs. Smith's kindergarten class.

In addition, the Staff Course Master Record for Mrs. Smith would have the respective Local Classroom Codes, the appropriate subject codes as indicated in Appendix C, and the appropriate course type(s). For more information on reporting course information on the Staff Course Master Record see Chapter 3.

Students who are non-disabled and are receiving temporary home instruction are considered to be enrolled and in attendance for the school district. Therefore, a Student Course Record is to be reported for each subject in which the student is enrolled, with the appropriate *Local Classroom Code Element* of the teacher of record (teaching the class), as if the student was actually in the class.

A Student Course Record is not required for students who receive supplemental instruction from a Remedial Specialist (position code 204) or a Tutor (position code 208).

Reporting Student Course Records for Students With Disabilities, K-12

A separate Student Course Record is required to be reported for each course/subject for which a student is taught. This includes courses that are taught by the same teacher and those that are taught by different teachers.

Course records for students with disabilities are to be reported for each course/subject using the local classroom code of the teacher teaching that subject/course. The actual subject codes of these courses are found in Appendix C and are to be coded on the Staff Course Master Record.

If modifications are made to the curriculum, and/or the program, for a particular student in conjunction with a special education teacher in accordance with an IEP, then the *Course Type Element* on the Course Master Record into which the student is scheduled must indicate Special Education (D01).

If no program or curriculum modifications are made for a student, then the *Course Type Element* on the Course Master Record into which the student is scheduled should reflect the regular course (R00).

A Student Course Record is not required to be reported for students with disabilities who are pulled out of the regular classroom in order to receive supplemental special education services such as tutoring, speech and language, etc. This includes students who are being taught by staff with a position code of “212 – Supplemental Services Teaching Assignment – Special Education”.

School-age students with disabilities receiving home instruction are to have one course record per course, reported with the local classroom code of the teacher. This teacher should be reported with a course type of “D02” and the appropriate subject code in the *Course Type* and *Subject Code Elements* on his/her Staff Course Master Record.

Career-Technical Students – Satellite Courses

A Student Course Record is required to be reported by the district that employs the instructor for career-technical students enrolled in satellite courses (including GRADS courses). In addition to the course records, the district that employs the instructor must also report GI, FS, FD and FN Records.

Gifted Students

One Student Course Record should be reported for each course/subject taught to a student. Course records for students who are gifted are to be reported for each course using the *Local Classroom Code Element* of the teacher teaching that subject/course. The actual subject codes of these courses are found in Appendix C and are to be coded on the Staff Course Master Record. In addition, the appropriate gifted course type (GXX) is to be reported in the *Course Type Element* on the Staff Course Master Record for which a gifted instructor is considered to be the teacher of record. This includes submitting a Student Course Record for students who are gifted and receiving instruction in the arts.

No Student Course Record is reported for students receiving supplemental gifted instruction provided by the gifted intervention specialist. However, students receiving such services need to report a

Student Program Record with the appropriate gifted supplemental code in the *Program Code Element*.

Educational Option Delivery

A Student Course Record is submitted for each student who is enrolled in courses that are offered for graduation credit and are also delivered through an Educational Option Delivery Method such as:

- Correspondence Courses/On-Line
- Interactive Distance Learning (see special instructions)
- Educational Travel
- Independent Study, etc.

The Course Record is reported with the appropriate local classroom code of the staff member responsible for monitoring the student in such courses. Report the appropriate course type for Educational Option Courses (X01, X02, X03, or X04) on the Staff Course Master Record of the staff member responsible for monitoring students in these situations.

If the Interactive Distance Learning Course is offered for graduation credit, then report a Student Course Record with the appropriate *Local Classroom Code Element* for each course being offered through this method. The Staff Course Master Record with the *corresponding Local Classroom Code Element* for Interactive Distance Learning courses is to be reported with the appropriate Interactive Distance Learning Educational Option (I00, D00, G00, or V00) in the *Course Type Element*.

Educational Service Centers

With the exception of preschool courses the Educational Service Center reports neither the Student Course Record nor the Staff Course Master Record for students attending the ESC. It is the sending district’s responsibility to report a Student Course Record and a Staff Course Master Record for students and staff who are educated by employees of the ESC.

As in past years, ESCs will continue to submit Student Course Records and Staff Course Master Records for preschool students for which they were allocated a preschool special education unit.



Elements Added to Record

- *Course Enrollment End Date Element*
- *Course Enrollment Start Date Element*

Student Course Data Elements

The following portion of this section discusses each of the data elements within the Student Course Record.²² The elements are organized alphabetically.



☀ Course Enrollment End Date Element

Record Field Number	GN170
Definition	Last day of a student’s enrollment in a course where course dates are required.

²² The Student Course and Staff Course Master Records are tied together through the Fiscal Year, District IRN, and Local Classroom Code.

Valid Options

00000000 Student enrolled in course through the Course End Date (CN290) or reporting student’s enrollment date not required (default)

CCYYMMDD Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for student course enrollments where timeframe of course enrollment is critical to a funding determination or other state or Federal reporting or processing requirement and the end date of a student’s enrollment is different than the end date (CN290) of the course (e.g., the student dropped the course before it ended.) The only courses where a difference between a student enrollment and course end date must be reported are the preschool 196095 course and all Career Technical Education courses.

If “00000000” is reported in this element, the value for the Course End Date (CN290) will be used for this element for this student.

This element, in combination with the Course End Date (CN290) element, will be used to determine students who previously would have been coded as “inactive” on the Course Status (GN090) element.

If available in a district’s data system, enrollment dates may be reported for all students in a course, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Course record to fatal) and must be within the boundaries of the start and end dates on the related Course Master record.



☀ Course Enrollment Start Date Element

Record Field Number	GN160
Definition	First day of a student’s enrollment in a course where course dates are required.

Valid Options

00000000 Student enrolled in course from the Course Start Date (CN280) or reporting student’s enrollment date not required (default)

CCYYMMDD Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for student course enrollments where timeframe of course enrollment is critical to a funding determination or other state or Federal reporting or processing requirement and the start date of a student’s enrollment is different than the start date (CN280) of the course (e.g., the student started the course late.) The only courses where a difference between a student enrollment and course start date must be reported are the preschool 196095 course and all Career Technical Education courses.

If “00000000” is reported in this element, the value for the Course Start Date (CN280) will be used for this element for this student.

If available in a district’s data system, enrollment dates may be reported for all students in a course, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Course

record to fatal) and must be within the boundaries of the start and end dates on the related Course Master record.

☀ **CTE Concentrator Element**

Record Field Number	GN130
Definition	Designates if a student has completed a minimum of 50% of the high school credits allowed for a single career-technical education (CTE) workforce development program and has enrolled for additional credit in the same CTE program.

Valid Options

N	No
Y	Yes

Reporting Instructions. This element is to be reported in the October (K), February (C), and Yearend (N) reporting periods.

The *CTE Concentrator Element* designates if the student is a CTE concentrator in the course. A “CTE Concentrator” is a secondary student who has completed a minimum of 50% of the high school credits allowed for a single career and technical education (CTE) workforce development program (e.g., health sciences or marketing), and has enrolled for additional credit at the secondary level. For guidance (and examples) in identifying when a secondary student becomes a CTE Concentrator, see *Career-Technical Education Programming and EMIS Reporting* on the Ohio Department of Education Website (Career-Technical Education section).

The default for this element is N, indicating that the student is not a concentrator. If the student is a concentrator, report “Y”.

The district that employs the workforce development teacher is responsible for identifying and reporting CTE concentrators. Once a student is identified as a CTE concentrator, the student is a CTE concentrator for the rest of his/her schooling. Current grade level has no relationship to whether or not a student is identified as a concentrator; i.e., a student can be a junior and be identified as a concentrator.

The timeline for reporting this element is:

- If the student first becomes a CTE Concentrator by the end of October Count Week, this element is to be reported “Y” in October (K), February (C) and Yearend (N) reporting periods of the current school year and all reporting periods (K, C, N) in future years until the student is no longer enrolled in a course of the same CTE program.
- If the student first becomes a CTE Concentrator by the end of February Count Week, this element is to be reported “Y” in February (C) and Yearend (N) reporting periods of the current school year and all reporting periods (K,C,N) in future years until the student is no longer enrolled in a course of the same CTE program.
- If the student becomes a CTE Concentrator any time during the year, this element is to be reported “Y” in the Yearend (N) reporting period of the current school year and all reporting periods (K,C,N) in future years until the student is no longer enrolled in a course of the same CTE program.

These same reporting timeline rules apply to each CTE program of the student for the duration of his/her schooling.

Do not report a CTE concentrator status of “Y” for a student who ONLY participated in any one of the following career-technical programs, indicated by the following subject/course codes on the Student Course Record:

- 010001 Environmental and Agricultural Sciences
- 040001 Arts and Communication Foundation
- 070001 Foundation for Health Occupations
- 070005 Health Science
- 090001 Human Resources/Services Foundation
- 0901xx Work and Family Studies
- 140001 Business and Management Foundations
- 140200 Business Information Technology
- 170002 Manufacturing Foundations
- 170003 Construction Foundations
- 170004 Transportation Foundations
- 170005 Construction Technologies
- 170006 Manufacturing Technologies
- 170350 Transportation Systems
- 170360 Manufacturing Operations
- 172600 Human Services
- 172809 Fundamentals of Public Safety
- 172812 Public Safety Core
- 252525 Career Based Intervention
- 990361 Entrepreneurship
- 990362 Employability Skills

 **District IRN Element**

Record Field Number	GN040
Definition	The state assigned six-digit information retrieval number (IRN) of the district.

Valid Options

Six-digit IRN

Valid school district IRN

Reporting Instructions. The IRN of the school district that is reporting the student’s course(s) is reported in this element.

 **High School Credit Earned Element**

Record Field Number	GN150
Definition	Indicates if a student earned high school credit for the course.

Valid Options

Y The student received credit for the course as reported on the course master

N The student did not receive credit for the course

P The student received the credit as reported in the *Partial/Override Credit Element*

Reporting Instructions. For courses that do not have high school credit associated with the course the district would report a “Y” in this element and would report zeros in the *High School Credit Element* on the Course Master Record.

If a student receives the same high school credit that was reported for the course, report a “Y” in this element. If a student receives high school credit for a course but the amount of credit awarded is different than what was reported on the Course Master Record, report a “P” in this element and report the amount of credit awarded to the student in the *Partial/Override Credit Element*.

If high school credit is offered for a course but a student does not receive credit for the course, report an “N” in this element. This would include situations where the student does not complete the course or does not pass the course.

☀ **Local Classroom Code Element**

Record Field Number	GN080
Definition	The code used by the local school district that uniquely identifies a specific classroom (i.e., period and section) within a district.

Valid Option

Alphanumeric code Local district classroom code

Reporting Instructions. A classroom is defined per teacher, period, subject, and building. The local classroom code is completely defined by the school district. It must match between the Student Course and Course Master files.

If a coding system does not exist at a building or district, the school district will need to create a unique number that uniquely identifies each classroom.

If a classroom is eliminated during the year, then no other classroom can use this unique identifier for the February (C) and Yearend (N) reporting periods.

New Local Classroom Codes may be reported during the February (C) and/or Yearend (N) reporting periods to identify classes added after the October reporting period.

Local Classroom Codes can be changed for succeeding school years.

☀ **Partial/Override Credit Element**

Record Field Number	GN152
Definition	Indicates the amount of high school credit that the student received for the course.

Valid Options

0.00 – 9.99

Reporting Instructions. This element is linked to the *High School Credit Earned Element* and a credit amount should only be reported in this element when the option of “P” is reported in the *High School Credit Earned Element*. When the option of “P” is reported in the *High School Credit Earned Element* ODE will use the amount of credit that is reported in this element instead of the credit reported on the Course Master Record for this course. This element is used to report the amount of credit a student is awarded when the credit is different than what is reported on the Course Master Record.

If a software vendor or district chooses to, they may report all high school credit earned through this element; in this case the option of “P” must be used for all students that earn high school credit.

Note. The credit assigned to the course must still be reported on the Course Master for all courses that may be taken for high school credit.

2.6 STUDENT PROGRAM RECORD (GQ)

General Guidelines

A Program Record is to be reported for all programs/services the student is participating in and/or receiving. The number of programs in which a student can participate is unlimited. Student program codes are reported during the designated reporting periods by the appropriate entities. If the student is in the program and then withdraws from the district during the year, the program code for the student is still reported.

ESCs Not Required to Submit Student Data. With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not required to report a Student Program Record for school-age²³ students receiving and/or participating in programs/services from an ESC employee(s). This includes those ESC services for which a school district contracts. It is the sending/resident district's responsibility to report the appropriate student program records for those students receiving services from an ESC employee.

217xxx Codes for Preschool Students with Disabilities. If a preschool student has a disability condition, report the appropriate 217xxx (preschool Least Restrictive Environment) program code as determined by the IEP team for that student. For additional information regarding which program code is to be reported for the student, see the documents library on the Office of Early Learning and School Readiness website.

Only one Preschool Placement Option (217xxx) is to be reported for each preschool student with a disability condition. Do not report more than one.

For additional reporting instructions with regards to reporting preschool students with disabilities, please see Appendix E.

The following table gives general guidance regarding the reporting period(s) in which Student Program Records are to be reported to ODE.

Table 12. Program Code Schedule

Student Program Code(s) Categories	Program Series	Reporting Period			
		Oct (K)	Feb(C)	Dec (M)	Yearend (N)
Educational Options					√
Seniors to Sophomores	120020	√			√
Early College High School	120010	√			√
Chartered Non-public or Private School	160110	√			√
Gifted Education Programs	205XXX 206XXX	√			√
Placement Options for Students with Disability Conditions	210XXX	√		√	√
Transition Options for Age 16+ Students with Disability Conditions	2111XX	√			√
Alternative Placement for Students with Disability Conditions	211001	√		√	√

²³ Since ESCs are still required to report preschool students and preschool student data, the ESC is also required to report the appropriate preschool program codes for the preschool students. This includes, but is not limited to, the 217xxx and 215xxx program codes.

Student Program Code(s) Categories	Program Series	Reporting Period			
		Oct (K)	Feb(C)	Dec (M)	Yearend (N)
Related Service Codes for Students with Disability Conditions	215XXX	√		√	√
Early Childhood Service Delivery Options	217XXX	√		√	√
Preschool Itinerant Services	220100	√			√
Academic Intervention – Summer	151490	√			
Academic Intervention – Regular School Year	152330				√
Title I Subject Areas	231001-231010				√
Title I Subject Areas – Summer School	231101-231110	√			
Title I Supporting Areas	232001-232007				√
Title I Supporting Areas – Summer School	2321XX	√			
Title I Services	233XXX				√
Title I Students Attending Neglected or Delinquent School	2340XX				√
Title I Students Attending Neglected or Delinquent – Summer School	2341XX	√			
Limited English Proficiency (ESL)	235XXX	√			√
Emergency Immigrant Education Program	240XXX				√
Career Technical Programs <small>Note: 305005 and 305007 are the only program codes reported in C</small>	305XXX	√ ²⁴	√ ²⁴		√
CTE Single Parent Subgroup	305010				√
Academic/ Extracurricular programs and services	405XXX				√
Academic Intracurricular Descriptions	410XXX				√
School-Related Service	415XXX				√
Athletics and Related Programs/Interscholastic Athletics	420XXX				√
Previous dropout codes	50000X	√			√
Hurricane Katrina	600001	√			√
Hurricane Rita	600002	√			√

NEW

Elements Added to Record

- Program Enrollment End Date
- Program Enrollment Start Date

Student Program Data Elements

The following portion of this section discusses each of the data elements within the Student Program Record. The elements are organized alphabetically.

☀ Employee ID Element

Record Field Number	GQ070
Definition	Unique code assigned to the staff member.

²⁴ 305003 Career Assessment is only reported at yearend.

Valid Options

A valid nine-character code.

Reporting Instructions. If the resident/educating district is contracting with an ESC or another EMIS reporting entity for a staff member to provide this program, then the educating/resident district is required to report the Credential ID or the state assigned Z ID of the staff member (employed by ESC/EMIS reporting entity) providing the program. The *Employee ID Element* for non-contracted staff will be the local number assigned to the employee by the district and reported on the Staff Demographic Record (CI).

What to Report. This element is required to be reported with the following program codes:

- 305003 Career Assessment program code
- 206XXX Gifted program codes
- 220100 Preschool Itinerant Services program code

If not reporting one of the above program codes, do not report the *Employee ID Element*.

 **Program Code Element**

Record Field Number	GQ060
Definition	The program in which a student participates and/or receives services.

Valid Options

Six-digit code As defined in Appendix E

Reporting Instructions. Report the appropriate program code for all programs and services in which a student participates. Valid program code options can be found in Appendix E.

If the programs listed do not exactly match the service being provided, select the one which best describes the program.

For February (C) reporting, schools are only required to report program codes 210XXX and 212100, for students with disabilities and program codes 305005 and 305007, for CTE students. Program code 305003 is only reported at yearend.

Community Schools. Community schools, not the resident school district, are responsible for reporting the appropriate program records for students who are enrolled in a community school; this includes both start-up and conversion community schools. During February (C) reporting, community schools are only required to report those students in a CTE program.

JVSDs. The district employing the staff member who operates the program must report Student Program Records for students participating in Career-Technical Programs.

DYS and Ohio State Schools for the Blind and Deaf. These entities are responsible for reporting the appropriate program records for students who are enrolled and receiving such services/programs.

 **Program Enrollment End Date Element**



Record Field Number	GQ110
Definition	Last day a student is enrolled in a program where dates are required.

Valid Options

00000000 Reporting student’s enrollment date not required or, if required, the program enrollment is still ongoing (default)
 CCYYMMDD Year, Month, Day (value must be within current fiscal year: July 1 - June 30)

Reporting Instructions. Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment end date must be reported is the preschool itinerant 220100 program code.

If available in a district’s data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Program record to fatal) and must be within the current fiscal year (20080701 to 20090630 for FY09.)



Program Enrollment Start Date Element

Record Field Number	GQ100
Definition	First day a student is enrolled in a program where dates are required.

Valid Options

00000000 Reporting student’s enrollment date not required (default)
 CCYYMMDD Year, Month, Day

Reporting Instructions. Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment end date must be reported is the preschool itinerant 220100 program code.

If available in a district’s data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20090132 would cause a Student Program record to fatal.)

Dates from a prior fiscal year may be reported, but districts are not required to research and enter dates for programs that began in prior years. If a program enrollment must now be reported but the program began in a prior year, a default date of July 1 of the current fiscal year may be used. Start dates for a future fiscal year should not be reported, as programs should not be reported prior to the school year they begin.

Program Provider IRN Element

Record Field Number	GQ090
Definition	The district IRN of the entity in contract with the reporting school district.

Valid Options

Six-digit code Valid IRN of program provider

Reporting Instructions. In most circumstances, the sending/resident district is responsible for reporting Student Program Record(s), with the appropriate program data, for all programs/services the stu-

dent is participating in and/or receiving²⁵.

The *Program Provider IRN Element* is required to be reported if the school district has an agreement with an ESC or another EMIS entity to provide the service.

The *Program Provider IRN Element* will be used to connect the Contractor Staff Record reported by the contractor.

For additional reporting instructions with regards to reporting contracted staff, please see Appendix A and general guidelines for reporting Staff members in Chapter 3.

If the school district is not contracting with any EMIS reporting entity for the programs and/or services in which the student is participating, then this field should be left blank.

Reporting Career-Technical Programs. The district employing the staff member that operates the program must report Student Program Records for students participating in Career-Technical Programs.

²⁵ Preschool is an exception to this rule. For funding purposes, the entity that was allocated the state units/funds is responsible for reporting the appropriate preschool program records for preschool students.

2.7 STUDENT GIFTED EDUCATION RECORD (GG)

General Guidelines

The data reported on the Student Gifted Education Record are used to report the number of students screened, assessed, identified, and served in gifted areas. For additional information about gifted students and services, please refer to ORC §§3324.01 – 3324.07, Ohio Administrative Code 3301-51-15, and the ODE Gifted Education web page.

The resident/educating school district and/or community school reports the Student Gifted Education Record for each student enrolled in grades kindergarten through twelve. Though community schools are not required to screen, assess, identify, and/or serve students who are gifted, they are required to report a Student Gifted Education Record for each student.

When a student transfers from one school district to another during the course of the school year, gifted identification carries from one district to another. Both districts are required to report the student as identified. Once a student is identified as gifted, he/she should continue to be reported as identified in EMIS, even if he/she transfers to another district during the school year. Screening, assessment, and service are activities undertaken by a district. Therefore, the reporting district is only required to report screened, assessed, and/or served if this happened while the student was enrolled in their district.

Exceptions to Reporting the Student Gifted Education Record

The Student Gifted Education Record does not need to be reported for students in the following situations:

- Students who are attending/placed at another entity 100% of the time (e.g., court-placement, open-enrollment, direct pay tuition, etc.). That entity would report the Student Gifted Education Record for those students.
- JVSs do not report the Student Gifted Education Record.

Annual versus Cumulative Data in the Student Gifted Education Record

Only the identification data is cumulative; all other data elements reflect only those activities that took place during the current school year. State policy is that once a student is identified in an area of giftedness, he/she is always identified in that area of giftedness. Therefore, the seven identification “Yes/No” elements and their corresponding date elements should be carried forward from one school year to the next. All other Student Gifted Education Record elements (screened, assessed, and served) should default to “No” at the start of a school year, regardless of their values during the prior school year.

Student Gifted Data Elements

The elements on the Student Gifted Education Record refer to whether or not a student has been screened, assessed, and/or identified using one of the assessments on the ODE approved list of Gifted Screening/Assessment instruments. In addition, the “served” element indicates if a student is receiving services according to Ohio Administrative Code Section 3301-51-15.

Report whether or not a student was screened, assessed, identified, and/or served in each of the following areas of giftedness:

- Gifted – Superior Cognitive Ability
- Gifted – Specific Academic Ability SAA – Mathematics
- Gifted – Specific Academic Ability SAA – Science
- Gifted – Specific Academic Ability SAA – Reading, Writing, or a combination
- Gifted – Specific Academic Ability SAA – Social Studies
- Gifted – Creative Thinking Ability

- Gifted – Visual or Performing Arts Ability

Up to five elements will be reported for each of the areas listed above. These are:

- Screening (Y/N)
- Assessment (Y/N)
- Identification (Y/N)
- Identification Date (CCYYMM)
- Served (Y/N)

The following portion of this section discusses each of the data elements within the Student Gifted Education Record. The elements are not organized alphabetically, but rather follow the gifted determination process.

☀ **Gifted Screening Elements**

Creative Thinking Ability

Record Field Number	GG110
Definition	Indicates if the student was screened for giftedness in the area of creative thinking, according to the criteria used to screen students for giftedness.

Mathematics

Record Field Number	GG070
Definition	Indicates if the student was screened for giftedness in the area of mathematics, according to the criteria used to screen students for giftedness.

Reading/Writing

Record Field Number	GG090
Definition	Indicates if the student was screened for giftedness in the area of reading/writing, according to the criteria used to screen students for giftedness.

Science

Record Field Number	GG080
Definition	Indicates if the student was screened for giftedness in the area of science, according to the criteria used to screen students for giftedness.

Social Studies

Record Field Number	GG100
Definition	Indicates if the student was screened for giftedness in the area of social studies, according to the criteria used to screen students for giftedness.

Superior Cognitive Ability

Record Field Number	GG060
Definition	Indicates if the student was screened for giftedness in the area of superior cognitive ability, according to the criteria used to screen students for giftedness.

Visual/Performing Arts

Record Field Number	GG120
Definition	Indicates if the student was screened for giftedness in the area of visual/performing arts, according to the criteria used to screen students for giftedness.

Valid Options

- N No, the student was not screened in this specific area of giftedness during the current school year
- Y Yes, the student was screened in this specific area of giftedness during the current school year

Reporting Instructions. A student is considered “screened” in a specific area of giftedness if one of the following occurred during the current school year:

1. The student was given an approved assessment by the school to determine giftedness in one or more areas, based on a nomination by a school staff member, parent, or any student (including self-nomination), or
2. The student was given an approved assessment by the school to determine giftedness in one or more areas during a whole-grade testing session (e.g., all students at a grade level were tested), or
3. The student was given an approved assessment within the prior 24 months by a qualified professional outside the local school system (i.e., private testing or transfer student), and the parent presented the scores to the district during the current school year to determine giftedness in one or more areas.

The list of approved assessment instruments is available on the gifted education section of the ODE website. Specific assessments are approved for screening in specific areas of giftedness. For a student to be screened in all seven areas of giftedness they would have to be given at least three different assessments, therefore, most whole-grade screening is only for a subset of the seven areas of giftedness.

Gifted Assessment Elements

Creative Thinking Ability

Record Field Number	GG180
Definition	Indicates if a student has completed the assessment stage in the area of creative thinking ability of the gifted identification process.

Mathematics

Record Field Number	GG140
Definition	Indicates if a student has completed the assessment stage in the area of mathematics of the gifted identification process.

Reading/Writing

Record Field Number	GG160
Definition	Indicates if a student has completed the assessment stage in the area of reading/writing of the gifted identification process.

Science

Record Field Number	GG150
Definition	Indicates if a student has completed the assessment stage in the area of science of the gifted identification process.

Social Studies

Record Field Number	GG170
Definition	Indicates if a student has completed the assessment stage in the area of social studies of the gifted identification process.

Superior Cognitive Ability

Record Field Number	GG130
Definition	Indicates if a student has completed the assessment stage in the area of superior cognitive ability of the gifted identification process.

Visual/Performing Arts

Record Field Number	GG190
Definition	Indicates if a student has completed the assessment stage in the area of visual/performing arts of the gifted identification process.

Valid Options

- N No the student was not assessed in the specific area of giftedness during the current school year
- Y Yes, the student was assessed in the specific area of giftedness during the current school year

Reporting Instructions. Sometimes the first testing of a student for giftedness (screening) does not produce a final answer to the question, “Is this student gifted in this area?” When the results are not conclusive, the student moves to a second stage of the identification process, called assessment. During the assessment stage, the student is given a second test to determine giftedness.

There are specific criteria that dictate when the assessment stage will occur. The Ohio Revised Code defines a specific score for each area of giftedness that must be achieved for a student to be identified. In addition, each district must set its own score, which must be lower than the state identification score, that will move a student from screening to assessment. Only those students who score at or above the district score, but below the state identification score, will be “assessed” (e.g., re-tested) for giftedness.

In general, the screening and assessment stages will take place during the same school year. However, in situations where the screening took place near the end of the year and there was no time to complete the second stage in the same school year, a student may appear in EMIS as screened in one year and assessed the next year.

There are many situations in which a student who was previously screened would be tested again but not be considered assessed. Consider a student who is tested through whole-grade testing in the 5th grade. The student would be marked as screened during their fifth grade year. The next year, the student is in sixth grade, and all sixth grade students are tested for giftedness. This student would again be entered in EMIS as screened, since the second testing was based on their grade level, not on the score they received on the fifth grade testing.

Another common situation where a second testing is still considered screening involves the testing of a student due to a request from a parent for re-testing within the same school year. Districts must provide at least two opportunities for testing each year. Therefore, a student could be screened in the same area of giftedness twice in the same school year.

A final caution about the assessment stage of gifted identification relates to the term itself. The term “assessment”, as it relates to giftedness in Ohio, has two distinct meanings. “Assessment” is used to refer to any test, checklist, or other measure that is given to a student and has been approved by ODE for the screening and identification of gifted students. In addition, “assessment” is a specific stage in the process for identifying gifted students. Given the above definition for the “assessment” stage of the gifted identification process, these two meanings are not interchangeable. Therefore, the fact that a student is given an approved “assessment” does not mean that the student has been “assessed” for giftedness.

There will never be a case where all students at a grade level in a district will be reported as assessed in EMIS within the same school year, and in general, the number of students marked as assessed for giftedness will be much lower than the number of students marked as screened for giftedness.

Gifted Identification Elements

Creative Thinking Ability

Record Field Number	GG250
Definition	Indicates if the student was identified as gifted in the area of creative thinking ability.

Mathematics

Record Field Number	GG210
Definition	Indicates if the student was identified as gifted in the area of mathematics.

Reading/Writing

Record Field Number	GG230
Definition	Indicates if the student was identified as gifted in the area of reading/writing.

Science

Record Field Number	GG220
Definition	Indicates if the student was identified as gifted in the area of science.

Social Studies

Record Field Number	GG240
Definition	Indicates if the student was identified as gifted in the area of social studies.

Superior Cognitive Ability

Record Field Number	GG200
Definition	Indicates if the student was identified as gifted in the area of superior cognitive ability.

Visual/Performing Arts

Record Field Number	GG260
Definition	Indicates if the student was identified as gifted in the area of visual/performing arts.

Valid Options

- N No, the student has never been identified as gifted in the specific area under Ohio law.
- Y Yes, the student has been identified as gifted in the specific area under Ohio law.

Reporting Instructions. A student is identified as gifted if he/she is screened and/or assessed using an approved instrument and if either the screening or assessment score meets the statutory identification threshold in ORC §3324.03. Once a student is identified as gifted in a specific area of giftedness in Ohio, whether by his/her current district or another district in the state, he/she will always be considered gifted in that area and must be reported in EMIS identified as gifted. Even if a student is later re-tested and scores below the required threshold, he/she is still considered identified as gifted in that area.

The definition of giftedness is set by state law. Therefore, a student who was identified as gifted in a state other than Ohio and who then transfers into an Ohio district must establish gifted identification under Ohio's standards before he/she is considered gifted in Ohio. If the student has test scores on an approved assessment from their prior home state that are no more than 24 months old, then the Ohio district must consider those scores as screening scores and either identify or re-test the student as appropriate.

☀ **Gifted Identification Date Element****Creative Thinking Ability**

Record Field Number	GG480
Definition	The date the student was identified as gifted in the area of creative thinking ability.

Mathematics

Record Field Number	GG440
Definition	The date the student was identified as gifted in the area of mathematics.

Reading/Writing

Record Field Number	GG460
Definition	The date the student was identified as gifted in the area of reading/writing.

Science

Record Field Number	GG450
Definition	The date the student was identified as gifted in the area of science.

Social Studies

Record Field Number	GG470
Definition	The date the student was identified as gifted in the area of social studies.

Superior Cognitive Ability

Record Field Number	GG430
Definition	The date the student was identified as gifted in the area of superior cognitive ability.

Visual/Performing Arts

Record Field Number	GG490
Definition	The date the student was identified as gifted in the area of visual/performing arts.

Valid Options

CCYYMM	Year, Month
*****	Date was prior to January 2000
000000	Not identified

Reporting Instructions. For this element, report the date on which a student was first identified as gifted in the specific area based on the results of screening and/or assessment activities that were either conducted by or submitted to the district. If a transfer student was previously identified by another Ohio district, use the date when the prior district identified the student. If the date was prior to January 2000, asterisks (*****) may be entered in place of a specific month and year. In all other cases, use the date when the district received the test scores, either from its own testing or from a parent or qualified testing professional.

If the identified element for any of the seven areas is “N”, the corresponding date field can be reported as “000000”.

☀ **Gifted Served Elements****Creative Thinking Ability**

Record Field Number	GG560
Definition	Identifies if the student received gifted services in the area of creative thinking ability.

Mathematics

Record Field Number	GG520
Definition	Identifies if the student received gifted services in the area of mathematics.

Reading/Writing

Record Field Number	GG540
Definition	Identifies if the student received gifted services in the area of reading/writing.

Science

Record Field Number	GG530
Definition	Identifies if the student received gifted services in the area of science.

Social Studies

Record Field Number	GG550
Definition	Identifies if the student received gifted services in the area of social studies.

Superior Cognitive Ability

Record Field Number	GG510
Definition	Identifies if the student received gifted services in the area of superior cognitive ability.

Visual/Performing Arts

Record Field Number	GG570
Definition	Identifies if the student received gifted services in the area of visual/performing arts.

Valid Options

- N No, the student did not receive services in the specific area of giftedness during the current school year.
- Y Yes, the student did receive services in the specific area of giftedness during the current school year.

Reporting Instructions. If option “Y” was reported for a student, then the student must also have either a Student Program Record submitted with a valid gifted program code reported (205xxx or 206xxx) or a Course Record submitted with a local classroom code reported indicating he/she is being taught in a (G0x) course type.

This data element indicates the area(s) of gifted identification for which a gifted student is receiving services from the school district according to Ohio Administrative Code, Rule 3301-51-15.

If a service a district is offering meets the Ohio Administrative Code criteria, then identified gifted students participating in the service can be considered served during the current school year. These criteria include multiple requirements beyond enrollment in a specific course or program, therefore, the determination of whether a specific student is being served must be made by district staff knowledgeable of Ohio’s gifted education requirements.

Districts should note that the same course or program may be considered a gifted service for some students but not others. For example, an advanced mathematics program may be considered a form of gifted service for a student who is identified as gifted in the specific academic area of mathematics. However, the advanced mathematics program would not be considered a form of gifted service for a student who is identified as gifted only in the visual and performing arts.

2.8 STUDENT DISCIPLINE RECORD (GD)

General Guidelines

The data requested on this record is required to meet the reporting requirements of federal and state legislation. The Student Discipline Record is only reported during the Yearend (N) reporting period. The last building in a district where the student was enrolled, and **where the discipline action was administered**, is responsible for reporting the Student Discipline Record. This may not be the last district where the student was enrolled at the end of the reporting period. A record is reported for each student, including those with disabilities, who receives a discipline action (i.e., expulsion, suspension, etc.) from the district where the discipline action was administered.

A Student Discipline Record is only to be reported for incidents in which a student receives a discipline action. If a student is administered a discipline action in District A, and later that year withdraws to District B where no discipline action is administered, then at yearend the building where the student was last enrolled in District A is responsible for reporting a Student Discipline Record for this student. The discipline was administered within District A; therefore, District B is not responsible for reporting a Student Discipline Record for this student since no discipline action was administered to the student by District B.

Definition of “school grounds/property”: School grounds/property includes the school building and immediate grounds, school transportation (i.e., buses), designated school bus stops, school sponsored activities such as field trips and sporting events, stadiums/gymnasiums, other facilities, and any setting under the control and supervision of the school district. District Boards of Education may, at their discretion, use a different more expansive definition.

Student Discipline Data Elements

The following portion of this section discusses each of the data elements within the Student Discipline Record. The elements are organized alphabetically.

Building IRN Element

Record Field Number	GD040
Definition	The state assigned six-digit information retrieval number (IRN) of the building.

Valid Options

Six-digit IRN

Valid building IRN within the reporting district

Reporting Instructions. Below are general guidelines regarding the reporting of the building IRN, as related to the Student Discipline Record.

1. The building where the student is enrolled last, within the reporting district, is responsible for reporting a Student Discipline Record for each type of discipline administered.
2. The incident (misbehavior/infraction) may or may not have taken place at the reporting building. Thus, the *Building IRN Element* and the *Building IRN Where the Incident Took Place Element* may contain two different building IRNs within the reporting district.

See Building IRN Element for general reporting instructions about reporting the *Building IRN Element* [REF pg 25](#).

Building IRN of Where Discipline Incident Took Place Element

Record Field Number	GD120
Definition	The IRN of the building where the incident (misbehavior) took place.

Valid Options

Six-digit code Valid building IRN where the discipline incident took place
999999 Non-EMIS Reporting Entity

Reporting Instructions. Only those incidents that required a discipline action, described as *Type of Discipline Element* [REF pg 174](#), are to be reported to EMIS.

Report the Building IRN of the building in which the discipline incident took place. The IRN in this element could possibly reflect another building within the reporting district, a building outside the reporting district, or the IRN of another EMIS reporting entity (i.e., ESCs, JVSDs).

If a JVSD administers the discipline action to the student, then the JVSD is responsible for reporting the Student Discipline Record and reports the IRN of the building where the incident occurred in the *Building IRN of Where Discipline Incident Took Place Element*. In this case, if the resident district did not administer any discipline to the student, then the resident district does not report this record for this student.

Example 34.

Reporting when the incident did not occur in the reporting building

Situation

A student enrolled during November in building A, commits a discipline incident in that building in December. The student receives a discipline action for the incident that is required to be reported to EMIS.

Later that year this student moves to building B, within the same district. He/she remains in building B until the end of the school year.

EMIS Reporting

The Student Discipline Record for this student is reported to EMIS by building B because this is where the student was enrolled last during the reporting period. The *Building IRN Where Discipline Incident Took Place Element* is to be the building IRN of building A, since this is where the discipline incident took place.

Example 35.

Reporting Incident IRN for students attending the ESC

Situation

A student enrolled in building C commits a discipline incident while receiving services at the ESC. The student received a discipline action for the incident. The student remains enrolled in building C for the remainder of the school year.

EMIS Reporting

Building C reports the Student Discipline Record, because building C is where the student was enrolled last during the reporting period. The *Building IRN of Where the Discipline Incident Took Place Element* is to be reported with the IRN of the ESC, since this is where the incident took place.

☀ **Date of Discipline Element**

Record Field Number	GD060
Definition	The date on which the student began the discipline.

Valid Option

YYYYMMDD Year, Month, Day

Reporting Instructions. Report the date in which the student begins the discipline administered. If the type of discipline being administered is longer than one day, then report the first day in which the discipline was administered. This is the day the student began the discipline type.

A date of April 5, 2008, is to be reported as 20080405.

☀ **Discipline Reason Element****First Reason**

Record Field Number	GD080
Definition	The first reason for which a student was disciplined.

Second Reason

Record Field Number	GD080
Definition	The second reason for which a student was disciplined.

Third Reason

Record Field Number	GD080
Definition	The third reason for which a student was disciplined.

Fourth Reason

Record Field Number	GD080
Definition	The fourth reason for which a student was disciplined.

Fifth Reason

Record Field Number	GD080
Definition	The fifth reason for which a student was disciplined.

Valid Options

** **Not Applicable**

01 Truancy

Truancy is unexcused absence from school.

03 Fighting/Violence

Fighting/Violence is mutual participation in an incident involving physical violence.

04 Vandalism/ Damage to School or Personal Property

Vandalism is the willful destruction or defacement of school or personal property.

05 Theft/Stealing Personal or School Property

Theft is the unlawful taking of property belonging to another person.

- 06 Use, Possession, Sale or Distribution of a Firearm**
 A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun. This includes zip guns, starter guns, and flare guns. Firearm look-a-likes should not be reported with this option.
- 07 Use, Possession, Sale or Distribution of a Dangerous Weapon Other Than a Firearm or Explosive, Incendiary or Poison Gas**
 A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 1/2 inches in length (18 U.S.C. section 930).
- 08 Use, Possession, Sale or Distribution of Any Explosive, Incendiary or Poison Gas**
 Any destructive device, which includes a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce and a mine or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- 09 Use, Possession, Sale or Distribution of Tobacco Products**
 This includes smokeless tobacco.
- 10 Use, Possession, Sale or Distribution of Intoxicating Alcoholic Beverages**
- 11 Use, Possession, Sale or Distribution of Drugs Other Than Tobacco or Alcohol**
 Use, possession, sale or distribution of any controlled drug other than prescription medication that has been administered in accordance with the district's policies.
- 14 False Alarms/Bomb Threat**
 Any threat (verbal, written or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.
- 18 Disobedient/Disruptive Behavior**
 Unwillingness to submit to authority, refusal to respond to a reasonable request, or any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (i.e., dress code violations, inappropriate language, cursing, inappropriate gestures).
- 19 Harassment/Intimidation**
 Repeatedly annoying or attacking using physical, verbal, written, or electronic action that creates fear of harm, an intimidating or hostile education or work environment, without displaying a weapon and without subjecting the victim to actual physical attack (i.e., bullying, hazing, threat of harm).
- 20 Firearm Look-a-Likes**
 Any item that resembles a firearm but does not have the explosive characteristics of a firearm but may use a spring loaded device or air pressure by which to propel an object or substance (i.e., toy guns, cap guns, bb guns, pellet guns).
- 21 Unwelcome Sexual Conduct**
 Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment (i.e., pinching, grabbing, suggestive comments, gestures or jokes or pressure to

22 engage in sexual activity).
Serious Bodily Injury

An incident that results in serious bodily injury to oneself or others. Serious Bodily Injury is defined as “A bodily injury that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. § 1365(3)(h)).

Reporting Instructions. Districts may report up to five (5) discipline reasons for each discipline incident. For example, if the district reported a “2 – Out-of-School Suspension” in the *Type of Discipline Element*, then the district may report multiple reasons for the discipline action in the *Discipline Reason Element* for the out-of-school suspension such as:

- “03 – Fighting/Violence”
- “18 – Disobedient/Disruptive Behavior”

Do not report the same discipline reason more than once for a single incident. For example, do not report option “03 – Fighting/Violence” in the *Discipline Reason Elements* one and two for the same incident.

Discipline Reason “** Not Applicable” can only be used for Discipline Reasons 2 through 5. Districts must choose one of the existing options “01” to “22” for the first/primary reason for a reported discipline incident. If the reason the student was disciplined does not match any of the listed discipline reasons, the district should use the most appropriate option.

 **Discipline Modified Element**

Record Field Number	GD100
Definition	Indicates if the Chief Administrating Officer modified, on a case-by-case basis, in writing, the one-year expulsion requirement for possession of a firearm at school.

Valid Options

- * Not Applicable
- Y Yes
- N No

Reporting Instructions. Expulsion (*Type of Discipline* = 1) must still be reported even if the Chief Administrating Officer modifies the expulsion for a student.

If, after due process has been accorded, a student is found to have brought a firearm to school or possessed a firearm at school, the Gun-Free Schools Act requires an expulsion for a period of not less than one year. The law allows the Chief Administrating Officer of the school district to modify the one-year expulsion requirement on a case-by-case basis, but only if the modification is in writing.

Option “* Not Applicable” is to be reported when the *Type of Discipline* is anything other than 1, or if the *Type of Discipline* is 1 and the *Discipline Reason* is anything other than 06 and/or 08.

Option “Y” or “N” are only to be reported when there is a combination of:

Type of Discipline is 1 Expulsion;
AND



Discipline Reason is 06 Use, possession, sale or distribution of a firearm;
AND/OR
 08 Use, possession, sale or distribution of any explosive, incendiary or
 poison gas

☀ Discipline Sequence Number Element

Record Field Number	GD085
Definition	The order in which the discipline incident occurred, if the incidents occurred on the same day and the same <i>Type of Discipline</i> was administered for both.

Valid Options

1 – 9

Reporting Instructions. Report the order in which the discipline incident occurred, if two or more separate incidents occurred on the same day and the same discipline action was administered to the student for both incidents.

Example 36.

Discipline Sequence
 Two different suspensions were administered to a student for two separate discipline incidents that occurred on the same day. The first incident resulting in the first suspension is reported as “1” in the *Discipline Sequence Number Element* and the second incident resulting in the second suspension is reported as “2”.

If the district administers one *Type of Discipline* for several different incidents occurring on the same day, report “1” in this element. Only one Student Discipline Record is reported per discipline action.

Note. Most Student Discipline Records reported will have “1” reported in this field.

☀ Referred for Alternate Educational Services Element

Record Field Number	GD110
Definition	Indicates if a student, for whom a Chief Operating Officer modifies as part of a case-by-case basis the one-year expulsion requirement for possession of a firearm, was recommended for alternate educational services.

Valid Options

* Not Applicable
 Y Yes
 N No

Reporting Instructions. *Type of Discipline* must still be reported as a 1, Expulsion for this student even if alternative educational services are provided.

Options Y and N are to be reported only when the *Discipline Modified Element* (on a case-by-case basis) was reported with a Y.

Report * in the following circumstances:

1. If the *Discipline Modified Element* was reported with an N or an *



2. *Type of Discipline* is 1
When *Discipline Reasons* are NOT 06 or 08

OR

3. *Type of Discipline* is 2 -7 with any *Discipline Reason*
If the Chief Administering Officer of the school district modifies the student's expulsion for Discipline Reasons 06 or 08, then the district may recommend that the student receive alternative educational services.

If alternative educational services are provided, report "Y" in this element.

Do not report the option "4 in school alternative discipline class/program/ building" in the *Type of Discipline Element* if the Chief Administering Officer modifies the student's expulsion for possession of firearm, and then chooses to refer the student for alternate education.

☀ *Total Discipline Days Element*

Record Field Number	GD090
Definition	Refers to the length of discipline, in Full Time Equivalency (FTE), for each discipline occurrence.

Valid Options

000.00 – 999.99

Reporting Instructions. Report the total number of days, in FTE, that the student served his/her discipline. If the student served half a day suspension as discipline, then report .50 in this element.

☀ *Type of Discipline Element*

Record Field Number	GD070
Definition	The type of discipline administered to the student.

Valid Options

1 Expulsion

Expulsion is the involuntary removal of a student from school by the superintendent. In most cases, the expulsion should not exceed 80 days, or the number of days remaining in a school semester. In situations where a student brought or possessed a firearm to school or property owned by the school, the superintendent shall expel a pupil from school for a period of one year²⁶. In these cases, the Gun-Free School Act requires the expulsion of the student.

2 Out-of-school Suspension

An out-of-school suspension is the denial of attendance at school for no more than 10 days²⁷. This includes the suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons.

3 In-school Suspension

In-school suspension is the suspension of the student's normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do school work but does not specifically address the behavior(s) that resulted in discipline.

4 In-school Alternate Discipline Class/Program/Building

²⁶ ORC §3313.66 (B)(1)(2)

²⁷ ORC §3313.66 (A)

This is the suspension of the student’s normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends a special class, program, or building that specifically addresses the behavior(s) that resulted in discipline. This may occur within or outside of the district. For students with disabilities, this is an appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 days. This setting enables the student to continue to progress in the general curriculum; to continue to receive services and modifications, including those described in the student’s current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

6 Emergency Removal by District Personnel

(A description of the process can be found in ORC §3313.66(C)) “If a pupil’s presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on the school premises, the superintendent or a principal or assistant principal may remove a pupil from curricular activities or from the school premises, and a teacher may remove a pupil from curricular activities under the teacher’s supervision, without the notice and hearing requirements of division (A) or (B) of this section. As soon as practical after making such a removal, the teacher shall submit in writing to the principal the reasons for such removal.”

7 Removal by a Hearing Officer

Those instances in which an impartial state appointed hearing officer orders the removal of students with disabilities from their current educational placement to an appropriate alternate educational setting for not more than 45 days based on the hearing officer’s determination that the public agency has demonstrated by substantial evidence that maintaining the student’s current placement is substantially likely to result in injury to the student or others.

Reporting Instructions. Multiple *Types of Discipline* are not to be reported for the same discipline incident.

Only report the most severe type of discipline for the specific incident. For example, if the student is suspended pending an expulsion for the same incident, only the expulsion is reported. The following table ranks the options in the *Types of Discipline Element* from most severe to least severe.

Table 13. Type of Discipline – Order of Severity

Severity Order	Type of Discipline
1	Emergency Removal by District Personnel
2	Expulsion
3	Removal by a Hearing Officer
4	Out-of-school Suspension
5	In-school Alternate Discipline Class/Program/Building
6	In-school Suspension

In the circumstances where a student is expelled for possession of or bringing a firearm to school, the expulsion is still to be reported even if the chief administering officer chooses to modify the expulsion and/or refer the student for alternative educational services.

2.9 CTE WORKFORCE DEVELOPMENT FOLLOW-UP RECORD (GV)

General Guidelines

CTE Concentrator follow-up data are collected for the second (2nd) quarter (October 1 – December 31 timeframe) after graduation or after the student is no longer enrolled in school. This data collection should be conducted January through March of the current school year. Districts may use the Career-Technical Student Follow-up Form available on CTE website, to help collect data for reporting the CTE Workforce Development Follow-up information. The follow-up information collected is reported on this record during the current year’s March (D) reporting period.

The district employing the teacher of the workforce development program shall report CTE concentrator follow-up data in the current school year’s March (D) reporting period for all concentrators within six months of leaving school. This is typically concentrators from one or more prior school years Yearend (N) reporting period, where the student was identified as a concentrator. This record is compiled in the following manner:

Data from prior years are extracted for CTE Concentrators, who have graduated or who are no longer enrolled in school. During the next reporting period that follows Yearend (N), ODE will check to ensure that Concentrators reported are not enrolled in an Ohio School District. Concentrators who are reported as no longer enrolled but found to be enrolled will be ineligible for follow-up reporting.

Beginning in FY08, this record will no longer be based on one Yearend (N) database. It will include multiple Yearend (N) EMIS databases – for the duration of the student’s schooling anytime he/she was reported as a Concentrator at yearend.

The elements that appear on the March (D) follow-up record will be exactly as the district reported them in each of the Yearend (N) reporting periods. Therefore, it is important for districts to be sure the data elements are reported accurately at Yearend (N) reporting period. The following table lists elements that are derived from each prior yearend reporting period in which the *CTE Concentrator Element* (GN130) was reported with a “Y”.

Table 14. Source elements from the Yearend Student Attendance Record where *CTE Concentrator Element* was reported with a “Y” and student is no longer enrolled

CTE Data Element	Prior Yearend Attendance Data Element
<i>Attending/Home IRN Element (GV300)</i>	<i>Attending/Home IRN Element (GK300)</i>
<i>Diploma Date Element (GV120)</i>	<i>Diploma Date Element (GK260)</i>
<i>Diploma Type Element (GV130)</i>	<i>Diploma Type Element (GK270)</i>
<i>Withdrawal Date Element (GV230)</i>	<i>Date of District Withdrawal Element (GK230)</i>
<i>Withdrawal Reason Element (GV240)</i>	<i>Withdrawal/Dropout/Truancy Reason Element (GK240)</i>

Table 15. Source elements from the Yearend Student Course Record where *CTE Concentrator Element* was reported with a “Y”

CTE Data Element	Prior Yearend Student Course Data Element
<i>Local Classroom Code Element (-1,-2,-3,-4,-5) (GV330, GV360, GV390, GV520, GV550)</i>	<i>Local Classroom Code Element (GN080) for all student course records for a student</i>

Table 16. Source elements from the Yearend Course Master Record where CTE Concentrator Element was reported with a “Y”

CTE Data Element	Prior Yearend Course Master Data Element
Subject Code Element (-1,-2,-3,-4,-5) (GV320, GV350, GV380, GV410, GV540)	Subject Code Element (CN050) for Oct CTE funded course with same Local Classroom Code

Table 17. Source elements from Prior Yearend Student Demographic Record where CTE Concentrator Element was reported with a “Y” and student is no longer enrolled

CTE Data Element	Yearend Student Demographic Data Element
Student Status Element (GV045)	Student Status Element (GI120)
Date of Birth Element (GV075)	Date of Birth Element (GI070)
Gender Element (GV080)	Gender Element (GI070)
Racial/Ethnic Category Element (GV090)	Racial/Ethnic Category Element (GI090)
Disadvantage Element (GV170)	Disadvantage Element (GI170)
Disability Condition Element (GV200)	Disability Condition Element (GI160)
Limited English Proficiency Element (GV210)	Limited English Proficiency Element (GI230)
Grade Level Element (GV420)	Grade Level Element (GI130)
Grade Level Next Year Element (GV430)	Grade Level Next Year Element (GI140)
Student Percent of Time Element (GV440)	Student Percent of Time Element (GI150)
Homeless Status Element (GV450)	Homeless Status Element (GI190)
Migrant Status Element (GV460)	Migrant Status Element (GI240)

A student can be a concentrator in multiple workforce development programs. However, during the March (D) reporting period, a student can be reported as a CTE concentrator in only one workforce development program. For March (D) reporting the district must choose which program the student will be reported as a CTE concentrator. The file layout will include five subjects and the district must identify which ONE of five possible subjects most closely identifies the CTE program that the student is to be considered a CTE concentrator of. There will be a Local Classroom Code Flag and year next to each of the five Subject/Local Classroom Codes extracted from the Yearend (N) databases. The district must select ONLY one of the five Subject Codes to be the subject in which a student is considered a CTE concentrator by designating “Yes” in one *Local Classroom Flag Element*. Only ONE Local Classroom Flag can be set to “Y.”

Through the selection of the flag, the district defines the program referenced in the: *Apprenticeship, Employed Placement, Postsecondary Certificated/Licensed, and Military Placement Elements*.

In March (D) reporting period the following elements must be reported by a district for each CTE concentrator who was no longer enrolled. The elements are organized alphabetically.

☀ Apprenticeship Element

Record Field Number	GV620
Definition	The apprenticeship status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

Valid Options

** Not reported (Default)

- Y1 Yes, in an apprenticeship program related to CTE Program
- Y2 Yes, in an apprenticeship program not related to CTE Program
- NO No, not in an apprenticeship program

☀ Diploma Element

Record Field Number	GV630
Definition	The diploma status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student withdrew from secondary education.

Valid Options

- * Diploma Status Unknown
- G Earned a GED diploma
- N No, has not earned a diploma
- D Diploma reported in a prior reporting period

☀ Employed Placement Element

Record Field Number	GV640
Definition	The employment status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

Valid Options

- ** Not reported (Default)
- Y1 Yes, employed in an occupation related to CTE program
- Y2 Yes, employed, in an occupation not related to CTE program
- NO No, not employed

☀ Fiscal Year of LCC-1 Element

Record Field Number	GV570
Definition	The fiscal year the corresponding local classroom code was reported.

Valid Options

- YYYY Year

☀ Fiscal Year of LCC-2 Element

Record Field Number	GV580
Definition	The fiscal year the corresponding local classroom code was reported.

Valid Options

- YYYY Year

☀ Fiscal Year of LCC-3 Element

Record Field Number	GV590
Definition	The fiscal year the corresponding local classroom code was reported.

Valid Options

- YYYY Year

☀ **Fiscal Year of LCC-4 Element**

Record Field Number	GV600
Definition	The fiscal year the corresponding local classroom code was reported.

Valid Options

YYYY Year

☀ **Fiscal Year of LCC-5 Element**

Record Field Number	GV610
Definition	The fiscal year the corresponding local classroom code was reported.

Valid Options

YYYY Year

☀ **Local Classroom Code Flag Elements**

LCC Flag - 1

Record Field Number	GV340
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

LCC Flag - 2

Record Field Number	GV370
Definition	Indicates if a student is considered concentrator in the corresponding local classroom code of a CTE program.

LCC Flag - 3

Record Field Number	GV400
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

LCC Flag - 4

Record Field Number	GV530
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

LCC Flag - 5

Record Field Number	GV560
Definition	Indicates if a student is considered a concentrator in the corresponding local classroom code of a CTE program.

Valid Options

N No
Y Yes

Reporting Instructions. A student can be reported as a CTE Concentrator in only one subject during the March (D) reporting period. If a student is a concentrator in more than one CTE program the district must choose in which subject the student will be reported as a CTE Concentrator for the March (D) reporting period. Indicate which subject code and Local Classroom Code, extracted from a prior school

year’s Yearend (N) database, is to be the subject in which a student is considered a CTE Concentrator.

There can be up to five Local Classroom Codes/Subject Codes for each student. Each Local Classroom Code/Subject Code will have a Local Classroom Code Flag.

The district must designate “Yes” in the *Local Classroom Flag Element* corresponding to the subject code in which the student is considered a Concentrator. Only ONE Local Classroom Flag can be set to “Y.”

☀ Military Placement Element

Record Field Number	GV650
Definition	The military status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

Valid Options

- ** Not reported (Default)
- Y1 Yes, in the military in an area related to CTE program
- Y2 Yes, in the military in an area not related to CTE program
- NO No, not in military

☀ Other Follow-up Status Element

Record Field Number	GV660
Definition	Status not reported in any of the other CTE Concentrator follow-up status elements.

Valid Options

- * Not Applicable (Default)
- U Status Unknown
- D Deceased
- X Incorrectly reported as a CTE Concentrator

Reporting Instructions. Report an “*” if any of these elements—*Apprenticeship, Diploma, Employed Placement, Military Placement, or Postsecondary Education or Advanced Training*—are reported with a value other than their default (** - Not Reported).

☀ Postsecondary Education or Advanced Training Element

Record Field Number	GV670
Definition	The postsecondary or advanced training status of a CTE Concentrator in the second (2nd) quarter following the program year in which the student left secondary education.

Valid Options

- ** Not reported (Default)
- Y1 Yes, enrolled in postsecondary education or advanced training related to CTE program.
- Y2 Yes, in postsecondary education or advanced training not related to CTE program.
- NO No, not enrolled in postsecondary education or advanced training.

 **Student Earned Certificate/License Element**

Record Field Number	GV680
Definition	Indicates whether the student earned a state-recognized industry certificate/license in the program area that is marked

Valid Options

- Y Yes, the student earned a state-recognized industry certificate/license in the program area that is marked
- N No, the student did not earn a state-recognized industry certificate/license in the program area that is marked

Reporting Instructions. Report whether the student earned a state-recognized industry certificate/license in the program area that has been marked on the follow-up record. Please consult documentation on the ODE CTE website for a list of state-recognized certificates/licenses, in the CTE Secondary Workforce Development Program Matrix.

2.10 STUDENT SPECIAL EDUCATION RECORD (GE)

General Guidelines

A separate Special Education Record is to be reported for students with a disability and students **suspected to have a disability**. The record is required to be reported during the October (K), February (C), and Yearend (N) reporting periods.

Special Education Records are to be reported for the February reporting period. For all students that are reported during the February reporting period, a Special Education Record is to be reported for all events that occur from June 1st of the prior school year through Friday of the state's "official" February count week.

For all students that are reported during the October reporting period, a Special Education Record is to be reported for all events that occur from June 1st of the prior school year through December 1st of the current school year.

The record is only reported for students attending a public school and for students placed in a non-public school by a public school district.

All EMIS reporting entities except JVSDs who either provide education or services to a student with a disability or are the resident district must report this record. There are two exceptions to this requirement:

- Student attends another district for Contract Career Technical education only – the district where the Contract Career Technical education is being provided does not submit this record; or
- Student is enrolled in Department of Youth Services (DYS) – the resident district does not submit this record for events which occur while the student is attending DYS.

This record is reported for an "event" that occurs on a "date" with an "outcome" that may or may not have happened within a "compliance" timeline. This section of the manual describes each of these four data elements.

Beginning in FY09, the *Outcome Beginning Date* and *Outcome End Date Elements* for some events will be reported through EMIS. In FY09, these dates are only collected for IIEP, RIEP, TIEP, and TETR event types.

Each year, every student with a disability should have at least one event to report. Some students, especially those in the process of determining the absence or presence of a disability for the first time, will have multiple events to report within a school year. The focus on an event date and the variable number of records for each student makes the structure of this record more like the structure of the Student Discipline Record than the structure of other student records.

The record reports all event dates related to determination of the student's disability and his/her planned services. Districts are expected to record each event as it occurs throughout the year. The Office for Exceptional Children has created an optional data collection form to assist with reporting this record. It can be found on their home page and linked to from the EMIS Other Resources web page.

When to report an event is determined by the reporting period From/To date range. The table below illustrates the From/To date ranges to be used for October (K), February (C), and Yearend (N) reporting periods.

Table 18. Date ranges are inclusive

Reporting Period	From	To
October (K)	6/1 of previous school year	December 1st of the current school year
February (C)	6/1 of previous school year	Friday of the state's "official" February count week.
Yearend (N)	6/1 of previous school year	5/31 of current school year

Dates are reported for the following events:

- Preschool Transition Conference
- Referral for Evaluation
- Parent / Guardian Consent for Evaluation
- Evaluation Team Report Completion (Initial, Reevaluation or Transfer)
- Individualized Education Program Completion (Initial and Periodic Review)
- Transfer Student IEP Adoption Date

The reported dates for events are dates on which the event occurred, and not necessarily when the event(s) will be effective. A district may report an event date in the current reporting period but not report some consequences of that event until future reporting periods. For example, if an IEP is written this spring and will not be effective until next school year, only the event would be reported in the current year's Yearend data. Any related changes to the least restrictive environment and related services are not reported until they are actually effective.

Federal and State laws mandate that certain special education events occur within specific timeframes. Whenever the dates of any of these events are known to be non-compliant according to the required timeframes, districts should report an out of compliance reason.

For information concerning Federal and State special education requirements, please consult with your local Special Education staff or contact the ODE Call Center at (877) 772-7771 and ask to be connected to the Office of Exceptional Children.

Report all events that are the district's responsibility. The event is to be reported in the reporting period that coincides with the period date range.

For students with a disability who are newly enrolled for the current school year in the district, report the dates and events for all events completed by the district, including any prior to the usual June 1 start date.

For school age students with a disability and who are newly enrolled in the district report a minimum of the student's current IEP and ETR dates (completion or adoption).

The IEP Test Type format on the Student Special Education Record is only reported for students with disabilities when a Date Type of IIEP, RIEP, or TIEP is reported. The IEP Test Type format reported is the required format for all assessments taken by a student with a disability. The IEP Test Type format must be reported for all students with an IEP.

Although every reported date will require a date type, only certain outcomes and non-compliance IDs can be reported with certain date types as shown in the table below.

Table 19. Date Type and Outcome Combinations

Date Type	Outcome ID	Non Compliance ID									
		**	0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9
PSTC – Preschool Transition Conference Date	****	√									
RFRL – Referral for Evaluation	****	√									
CNST Parent/Guardian Consent for Evaluation Date	CNGT CNRF CNNR CNDP	√									
IETR – Evaluation Team Report Completion Date-Initial	ETNE ETDP ET01-ET16	√	√	√	√	√	√	√	√	√	√
IEEP – IEP Completion Date-Initial	IENS IEPR IEDP IE13-IE72	√	√	√	√	√	√	√	√	√	√
RIEP – IEP Completion Date-Periodic Review	IENS IEPR IEDP IEEX IE13-IE72	√	√	√	√	√	√	√	√	√	√
RETR – Evaluation Team Report Completion Date-Reevaluation	ETEX ETDP ET01-ET16	√	√	√	√	√	√	√	√	√	√
TETR – Evaluation Team Report Completion Date-Transfer	ET01 – ET16	√									
TIEP – Transfer Student IEP Adoption Date	IENS IEPR IEDP IE13-IE72	√									

NEW

Elements Added to Record

- IEP Test Type Element
- Outcome Beginning Date Element
- Outcome End Date Element
- Secondary Planning Element

Student Special Education Record Data Elements

The following portion of this section discusses each of the data elements within the Special Education Record. The elements are organized alphabetically.

☀ **Date Element**

Record Field Number	GE110
Definition	Date an event occurred.

Valid Options

YYYYMMDD Year, Month, Day.

Reporting Instructions. Report the date when one of the following events occurred: preschool transition conference, referral for evaluation, parental/guardian consent for evaluation, evaluation team report completion (initial, transfer and reevaluation), individualized education program completion (initial and periodic review), and transfer student IEP adoption.

 **Date Type Element**

Record Field Number	GE100
Definition	Used to indicate the type of date.

Valid Options

PSTC

Preschool Transition Conference Date

This is the date of the preschool transition conference arranged by the Early Intervention Service Coordinator (Department of Health) with the school district. The conference is for a student who is suspected of having a disability and may be transitioning from Part C (Early Intervention/Help Me Grow) to Part B preschool special education services. It is federally mandated that the district attend this conference. The conference generally occurs between 90 and 120 days before the child's 3rd birthday.

This option can be only used for preschool students that are suspected of having a disability and may be transitioning from Part C (Early Intervention /Help Me Grow) to Part B preschool special education, NOT to be used for school-age children.

RFRL

Referral for Evaluation Date

The date the PR04-Referral for Evaluation form is received by the District. This date should be reported for all students referred for evaluation since the last reporting cycle.

CNST

Parent/Guardian Consent for Evaluation Date

The date the parent/guardian grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This element should be reported with an Outcome ID to indicate status (e.g., Consent Granted, Consent Refused, etc.).

IETR

Evaluation Team Report Completion Date-Initial

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to be eligible for services; Student was determined to NOT be eligible for services, etc.). If the Evaluation Team Report initial completion date does not meet mandated federal time lines then a Non-compliance ID is required.

RETR

Evaluation Team Report Completion Date-Reevaluation

The date the PR06-Evaluation Team Report is completed (from Part B, PR06). This element should be reported with an Outcome ID to indicate status (e.g., Student was determined to NOT be eligible for services, student was determined to have Autism, etc.). If the Evaluation Team Report re-evaluation completion date does not meet mandated federal time lines then a Non-compliance ID is required.

TETR

Transfer Evaluation Team Report Completion Date



Date the district adopted an ETR developed by another public educational entity WITHOUT modification. This element should be reported with an Outcome ID to indicate status.

IIEP IEP Completion Date-Initial

The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program initial completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

RIEP IEP Completion Date-Periodic Review

The meeting date when the Individualized Education Program was completed. From page 1, PR07-Individualized Education Program meeting date. If the Individualized Education Program reevaluation completion date does not meet mandated federal time lines, then a Non-compliance ID is required.

TIEP Transfer Student IEP Adoption Date

Date the district adopted an IEP developed by another public educational entity WITHOUT modification. IF district chose to modify the IEP for a transfer student they should report the date the IEP was modified as an “IEP Completion Date-Periodic Review” (RIEP).

Reporting Instructions. Report the date type that correctly identifies the event corresponding to the date being reported. For example, if reporting a Parental/Guardian Consent for evaluation event, this element would contain CNST.

Date type PSTC is to be reported only for first time enrolling preschool students transitioning from Part C to Part B services. Preschoolers NOT transitioning from Part C to B service will not have a preschool transition conference date; therefore districts will not have to report this event for these students.

Transfer IEP/ETR. For students that transfer from another public district (Ohio or out of state) districts may accept the ETR and/or IEP from the other district and serve the child accordingly. Adoption of a previous ETR and/or IEP is independent of one and another. When accepting an IEP/ETR the receiving district is also accepting the timelines in effect on the IEP/ETR. The *Outcome Beginning Date* (GE140) would be the date the IEP/ETR was adopted by the district. The *Outcome End Date* would be the date shown on the adopted IEP. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

If the district does accept the ETR, the next ETR done by the district must be an RETR. If you do not accept the ETR from out of state, the district must begin the eligibility process from the start resulting in an IETR.

If a student is placed at DYS, then DYS assumes all special education reporting requirements. If the student leaves DYS and enters an Ohio district, the district may adopt the ETR and/or IEP as if the student is transferring from another district.



☀ IEP Test Type Element

Record Field Number	GE160
Definition	The format of the test the student is required to take for all tests.

Valid Options

STR Standard (regular)



ALT	Alternate Assessment
STA	Standard with Accommodations
***	Not Applicable

Reporting Instructions. This is only reported on IEP events, and is reported regardless of the grade level of the student. *IEP Test Type Element* applies to testing in general, including but not limited to the state tests.

“***” is used when an event that is reported is not an IEP event, or when an IEP event is reported with an outcome of IEDP, IEEX, IENS, or IEPR. If an IEP with an outcome that requires reporting does not specifically mention test type and/or accommodations, “STR” should be reported as a default.



☀ Outcome Beginning Date Element

Record Field Number	GE140
Definition	The date on which the outcome of the event became effective.

Valid Options

00000000	Not Applicable
CCYYMMDD	Year, Month, Day

Reporting Instructions. The *Outcome Beginning Date Element* is only reported when a student’s IEP is completed or when reporting a Date Type of TETR. The IEP team determines the Outcome Beginning Date. An Outcome Beginning Date of May 2, 2007 is to be reported as 20070502.



☀ Outcome End Date Element

Record Field Number	GE150
Definition	The last day on which the outcome of the event will be effective.

Valid Options

00000000	Not Applicable
CCYYMMDD	Year, Month, Day

Reporting Instructions. This date is recorded on the IEP. The IEP team determines the Outcome End Date. An End Date of May 2, 2007, is to be reported as 20070502.

The Outcome End Date is reported at the same time an event is reported, even if it is a date in the future. There cannot be more than a one-year time span between the Outcome End Date and the Outcome Beginning Date of the IEP. The Outcome End Date is also reported when a Date Type of TETR is reported. For the ETR, the Outcome End Date would be the date the original ETR will expire (e.g., three years minus one day after the ETR was originally completed).

When reporting a TIEP event, the adopted IEP has an End Date, and that End Date is the date that has been accepted and the date that should be reported.

☀ Outcome ID Element

Record Field Number	GE120
Definition	Identifies the outcome of an event.

Valid Options

****	Not Applicable
------	----------------



CNDP	Consent Moved to Due Process
CNGT	Consent Granted
CNNR	Consent Not Returned
CNRF	Consent Refused
ETDP	ETR Resulted in Due Process
ETEX	Exiting Special Education
ETNE	Not Eligible for Services
ET01	Multiple Disabilities (other than Deaf-Blind)
ET02	Deaf-Blindness
ET03	Deafness (Hearing Impairment)
ET04	Visual Impairments
ET05	Speech and Language Impairments
ET06	Orthopedic Impairments
ET08	Emotional Disturbance (SBH)
ET09	Cognitive Disabilities (Formerly Mental Retardation or Developmentally Handicapped)
ET10	Specific Learning Disabilities
ET12	Autism
ET13	Traumatic Brain Injury (TBI)
ET14	Other Health Impaired (Major)
ET15	Other Health Impaired (Minor)
ET16	Developmental Delay
IEDP	IEP Resulted in Due Process
IEEX	Complete – Exiting Special Education
IENS	IEP Complete – Not Served
IEPR	IEP Complete – Parental Refusal
IE13	<p>Special Education outside the regular class less than 21% of the day. Student with a disability receiving special education and related services outside the regular classroom for less than 21% of the school day. This may include placement in:</p> <ul style="list-style-type: none"> • Regular classes with special education/related services provided within the regular classes; • Regular classes with special education/related services provided outside regular classes; • Regular classes with special education services provided in resource rooms.
IE14	<p>Special education outside the regular class at least 21% of the day and no more than 60% of the day. This may include placement in:</p> <ul style="list-style-type: none"> • Resource rooms with special education/related services provided within the resource room; • Resource rooms with part-time instruction in a regular class.
IE15	<p>Special education outside the regular class more than 60% of the day. Student with a disability receiving special education and related services outside the regular classroom for more than 60% of the school day. Students who receive education programs in public or private separate day or residential facilities should NOT be reported with this code. This category may include:</p> <ul style="list-style-type: none"> • Self-contained special classrooms with part-time instruction in a regular class; • Self-contained special classrooms with full-time special education in-

struction on a regular school campus;

- Students with disabilities whose parent(s) have opted to home-school them and who receive special education at public expense.

IE16 Public Separate School

Student with a disability receiving special education and related services, at public expense, for greater than 50% of the school day in public separate schools. This may include:

- Students with disabilities attending County Boards of MR/DD;
- Ohio School for the Deaf, Ohio State School for the Blind (if the student does not reside there during the week);
- Public day schools for students with disabilities;
- Public day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.

This does not include:

- Students being educated at a Community School.

IE17 Private Separate School

A student with a disability receiving education programs in private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in private separate schools. This may include:

- Private day schools for students with disabilities;
- Private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day;
- Private residential facilities, if the student does not live at the facility.

IE18 Public Residential Facility

A student with a disability receiving education programs and living in a public residential facility during the school week. This includes children with disabilities receiving special education and related services for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Ohio School for the Deaf, Ohio State School for the Blind (if the student resides there during the week);
- Public residential schools for students with disabilities;
- Public residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools in regular school buildings for the remainder of the school day;
- Correctional facilities such as Department of Youth Services (DYS) or Ohio Central School;

Do not include students who received education programs at the facility, but do not live there during the week (see public separate facility).

IE19 Private Residential Facility

A student with a disability receiving education programs and living in a private residential facility during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public residential facilities. This may include children placed in:

- Private residential schools for students with disabilities;

- Private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility and not living there.

IE20 Homebound/Hospital

A student with a disability receiving education programs in a homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:

- Hospital programs;
- Homebound programs.

Do not include children with disabilities whose parents have opted to home-school them and who receive special education at public expense.

IE38 A student with a disability placed in a state-approved nonpublic school by a public school district and receives services through an IEP.

IE39 A student with a disability who was enrolled by his/her parent(s) or guardian(s) in a regular parochial or other state-approved nonpublic or private school and whose basic education is paid for through private resources and who receives special education and related services at public expense from an LEA under a Services Plan.

Include children whose parents chose to home school them but who receive special education and related services at the nonpublic school at public expense. Do not include children who are placed in private schools by the LEA.

IE50 Regular Early Childhood Program at Least 80% of the time.

An early childhood program that a student with disabilities attends for at least 80% of time.

IE52 Regular Early Childhood Program 40-79%

IE54 Regular Early Childhood Program Less than 40%

An early childhood program that a special education student attends for less than 40% of the time.

IE60 Pre-School – Special Education Program – Separate Class

A special education program where a special education student is in a class with 51% or more students with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE62 Pre-School – Special Education Program – Separate School

A special education program in which a student receives all of his/her special education and related services in an educational program in public or private day schools designed specifically for children with disabilities. Do not report if student is also enrolled in Regular Early Childhood Program.

IE64 Pre-School – Special Education Program – Residential Facility

A special education program in which a student receives all of his/her special education and related services in a publicly or privately operated residential school or in a residential medical facility on an in-patient basis. Do not report if student is also enrolled in Regular Early Childhood Program.

IE70 Pre-School–Home

A program in which a child receives all of his/her special education and related services in the principle residence of the child’s family or caregivers and who did not attend an early childhood program or a special education program provided in a special class, separate school, or residential facility. Included are children who receive special education BOTH at home AND at a service provider location.

IE72 Pre-School – Service Provider Location

A program in which a student receives all of his/her special education and related services from a service provider and did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction is provided in private clinicians’ offices, clinicians’ offices located in school buildings, hospital facilities on an outpatient basis, libraries, and other public locations.

Reporting Instructions. Report a valid outcome id for the corresponding date type; see Date Type and Outcome Combinations Table for valid combinations. For date types PSTC and RFRL, report “***”.

For FY09 only, when reporting an Outcome Id of IE13- IE72 the appropriate 210xxx or 217xxx program code must still be reported. The following is the mapping of the Outcome IDs to program codes.

Table 20. Mapping of Outcome IDs to Program Codes

Outcome ID	Program Code
IE13	210013
IE14	210014
IE15	210015
IE16	210016
IE17	210017
IE18	210018
IE19	210019
IE20	210020
IE38	210038
IE39	210039
IE50	217050
IE52	217052
IE54	217054
IE60	217060
IE62	217062
IE64	217064
IE70	217070
IE72	217072

Note. The event date for *Outcome ID Element* ETEX is considered the date on which the student exited Special Education. Once a student has exited Special Education “***” is reported in the *Disability Condition Element* on the Student Attributes-Effective Date Record (FD).

 **Non-Compliance ID Element**

Record Field Number	GE130
Definition	Code identifier for the reason an event has not met federally mandated time lines.

Valid Options

- ** Not Applicable
- 01 No Identified Reason
- 02 Staff Not Available-Summer Months
- 03 Staff Not Available-School Year
- 04 Scheduling conflicts with family
- 05 Parental Choice
- 06 Parent Refused Consent
- 07 Child’s Health
- 08 Student’s Incarceration
- 09 District in compliance with due process timelines, but incorrect/missing data reported in EMIS in a prior reporting period.

Reporting Instructions. This element is used to report non-compliance with federal time lines, and should always be reported when a required timeline for an event has not been met. Non compliance determination is made by Special Ed staff, who will supply this value whenever appropriate.

The element must be reported with the appropriate value for the outcome ID and date type. See table above for valid combinations.

For events that do not require a non-compliance ID, report “***”. Example, Preschool Transition Conference, Parent/Guardian Consent for Evaluation, Referral for Evaluation, and Transfer Student IEP Adoption Date do not require an outcome ID.

The “09” option allows the district to indicate that the preceding event was either reported incorrectly or not reported via EMIS at all. In order to check for event compliance, ODE looks at the current record being reported AND the prior event reported to determine if the required federal timelines were met.

For example, an IEP evaluation was completed in April, 2007 and the event was not reported in FY07 Yearend (N) EMIS. In April 08, a new evaluation is completed. Since the previous IEP (07 IEP) would not have come into ODE, the IEP record for 08 will appear out of compliance as far as ODE is concerned (because there is no prior record).

Therefore, the district would need to use the ‘09’ code when reporting the 08 event record to let ODE know that the 08 event record was actually done on time even though ODE does not have the prior event.



☀ Secondary Planning Element

Record Field Number	GE170
Definition	The result of transition planning on the IEP for students age 14 and above.

Valid Options

- **** Not Applicable
- TPNP Transition Plan Not in Place
- TFYG (FYG-Four-Year Grad) Transition Plan in Place. Student plans to meet graduation requirements four years after entering ninth grade.
- TMYG (MYG- Multi-Year-Grad) Transition Plan in Place. Student plans meet graduation requirements.



tion requirements more than four years after entering ninth grade.
TPCE (PCE – Planned Continuation of Ed services) Transition Plan in Place, student has met graduation requirements but needs additional education services prior to enrollment in college or employment and will continue to be enrolled and receive service as a Grade 23 student.

Reporting Instructions. Determining when a student will have completed coursework and will graduate, or will have completed coursework but needs additional education services in preparation for employment or enrollment in college, is a decision made by the IEP team and documented on the transition plan.

The decision can be made any time PRIOR to the start of the student’s last year.

This decision may include, but is not limited to, IEPs that specify the student will need more than one year to complete the requirements for a single grade level. For example, option TMYG would be used if a student’s IEP specifies that the student needs two years to complete the coursework that is needed to move from ninth to tenth grade.

For a student to be reported with a grade level 23 in September, the IEP meeting date must precede the graduation date of the district, or for practical purposes, prior to Yearend (N) reporting. The IEP must include special education services. For example, a student with OHI disability can’t simply be code 23, and take all courses via PSEO.



2.11 STUDENT GRADUATION – CORE SUMMARY RECORD (GC)

This record is still under development, and will only be reported in the new “G – Graduates Only” reporting period. This record will collect the information needed to support and validate a student’s completion of the core curriculum for graduation.